



EDUCATIONAL SUPPLEMENT

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How to keep track of youth opportunities - and what they cost

As Cabinet committees slug it out over Mr Prior's expensive plan for jobless school leavers (page 9), the ordinary member of the public may be forgiven for being a little confused. Does it mean that national community service, a spell in the army, and all the other panaceas on offer in past months have finally been killed off?

Keeping track of all the plans and proposals, theories and speculations, about what to do about the young unemployed has become steadily more difficult. Some have been under debate for a while. Others, prompted by the riots, the certainty of alarming unemployment figures this month, and even the Warrington by-election, are more recent if no less familiar.

To add to the confusion, new organizations have been popping up amid the tangle of existing ones. How many teachers, for example, could honestly say they knew the difference between Youth Call, Youth Choice, Youthaid, and the Youth Affairs Lobby?

But do not despair. It is not quite the muddle it seems. Broadly speaking, the debate within Government and official circles is about the Youth Opportunities Programme, and how it should be extended or redesigned to cope with a vast increase in its clientele. On the outside the battle is between those who support some sort of YOP-type solution, possibly with a stronger training element, and those who want a complete alternative such as national community service.

It is in the latter context particularly that new organizations have emerged, to be precise Youth Call who are for national community service, and Youth Choice who are against it. But behind these titles are all the old youth lobbyists, grouped in temporary alliance, with a few desertions to the other side, support from unexpected quarters, and a few new recruits. The exact politicking is not important. Government will give the idea more than a cursory glance.

Quite apart from the almost unanimous opposition of the youth lobby, the Manpower Services Commission has been unimpressed by

the community service elements of YOP. Young people who opted for it as part of their programme had a much worse record of subsequently getting jobs than those who did not. Only a minority of young people were attracted by it, and it would be wrong, the MSC believes, to force them against their will. A national scheme would be expensive, difficult to run and incur trade union hostility.

The real battle is now over the total sum the Government is prepared to spend on the young unemployed without directly refuting, cost-effective way of sharing it out. The first is partly determined anyway: every extra school leaver without a job leads to a corresponding rise in the bill for supplementary benefits. But any package of measures costs a good deal more.

It all depends on the Government's objectives, and whether it wants to help the individual, the community, or the economy (or, in

reality, some combination of all three). Creating jobs that would not otherwise be done - and this includes community service - would benefit the individual and the community. Subsidizing employers to give young people real jobs at effectively lower wages - an idea favoured by Mrs Thatcher's entourage - might benefit the individual and the economy, but only under certain circumstances. And a YOP-type package of education and training would benefit the individual in the short term and the economy in the long term.

Present policy, and Mr Prior's plan, is based on the latter. Faced with the probability of up to 800,000 under-18s without work by 1983 he has proposed that every school leaver without a permanent job should be offered a foundation year of vocational education, training, and work experience. Here at last would be the *de facto* raising of the education and training leaving age to 17, that would begin to bring us into line with most of our economic competi-

tors. This inevitably revives the question of national maintenance allowances. If an estimated two-thirds of 16-year-old leavers are to be paid to spend a foundation year in education (possibly on school premises) and a central part, can sixth formers who may for more conventional academic courses be fairly denied some sort of grant? And is it to do so? The advantages of encouraging non-orthodox staying on should be clear, as the Labour Party in its policy document on 16-19-year-olds recognizes (page 9).

But this would add enormously to the cost of a proposal that is already under attack from the Treasury, and which may only succeed at the expense of older people on the unemployment register. By concentrating on school leavers, the Government could well be putting out many 17 and 18-year-olds who at present qualify for a YOP place, not to mention unemployed adults whose more meagre programmes could suffer.

There are also justifiable doubts about the feasibility of a foundation year would be. With a reduced role for work experience, would it be possible to expand the YOP apparatus sufficiently to give everyone on the foundation year a genuine placement with a firm? In spite of the criticism of YOP as it is now, the MSC is confident that such an expansion can be achieved.

Anyway the Government now has little choice. The days are gone when it was possible to pretend that the upturn in the economy would suck in all the unemployed. The evidence is increasingly clear that when the moon does lift, the new jobs will be slow to come. Rather than mucking about with further sets of temporary measures the Government should now be looking at a long way of keeping the young off the labour market. The foundation year is the best answer, but will the Cabinet face up to the cost in the true Tory tradition which expects people to bear the responsibility for their own actions?



was a pleasure to see Shell Centre executives, County Hall officials, DES civil servants and ten ladies stopped in their lunch hour tracks by steel bands, recorder groups, gym displays and infant red Indians.

Many of the displays could have been set back to speech days 30 to 40 years ago without looking out of place - the maypole and country dances, the banks playing golden oldies, the recitations. Some of the art was impressive, but there was little sign of craft (perhaps because of problems of transport). The parent art mixed support for a dozen football teams with carefully worked pictures.

It was a happy picnic, where excellent relations between teachers, parents and children were often evident. It was also a bold attempt to bring some of the work of the schools to the attention of the city. And as a hypercritical onlooker said of a group of Tower Hamlets secondary schoolchildren: "They look very nice - most of them."

Sunny side

London's South Bank last week was a good place to mull over thoughts about city kids, schools and some of their activities. The Inner London Education Authority was holding its second 'Schools on the South Bank' Art Festival.

Each day, schools from a different area of ILEA contributed to a very mixed show of primary and secondary art, dance, drama and music. The weather was mainly fine, and it

No comment

"Interpretation - (3) In these Regulations any reference to a Regulation is a reference to a Regulation of these Regulations, any reference in a Regulation to a paragraph is a reference to a paragraph of that Regulation and any reference to a sub-paragraph is a reference to a sub-paragraph of that paragraph." Statutory Instrument 1981 No. 809. Education School Governing Bodies Regulations 1981, Part 1. General

Comment

Two steps forward and three steps back

Having failed to reach a compromise with the local authorities over his plans for a national body to run colleges and polytechnics, Mr Carlisle is passing the buck to the Great British Public. A consultation paper is to be published shortly setting out the DES scheme next to the local authority scheme and leaving the choice open.

Meanwhile, the Council of Local Education Authorities is so upset at the cursory treatment of its scheme in the draft paper ("One side of A4") that it has issued its own consultative paper setting it out in longer and rosier terms (page 5).

It is not hard to see why the DES and the local authority associations have failed to find common ground (it is said that the DES never even tried). Their two schemes are as different as chalk and cheese. On the one hand, we have Mr Carlisle's unashamedly centralist solution: removing from the local education authorities all the polytechnics and about 40 other colleges and placing them, with the voluntary and other direct grant colleges, under the control of a committee of 20-25 Government appointees, which would fund and manage them from the centre.

The local authority plan, on the other hand, would keep public sector higher education under local authority control and ownership, on the lines of the discarded Oakes compromise. Faced with these alternatives, the Great British Public can be expected to stifle a Great British Yawn. This most intractable of educational problems has been perplexing officials and elected representatives for some time now but it has never been either a vote-winner or a vote-loser.

All that can be expected over the next few months is that the various vested interests will dig themselves even further into well-entrenched positions. Mr Carlisle and his local authority officials (Dr Boyton doesn't seem

Hammering away at handicap

The consultative paper on *Further Education, Training and Employment Opportunities for Handicapped People*, launched last week by the National Bureau for Handicapped Students (page 9) is a sound and practical document.

Although it has little new to say which has not already been set out in one or other of the official documents to which it gives due credit - from Warnock and Macfarlane to *A Better Start in Working Life* and *A New Training Initiative* - its virtue is that it pulls all the threads together on behalf of handicapped young people. In particular, it stresses that their needs cannot be met beyond the age of 16 without active cooperation between governmental departments - a truism which can easily induce apathy, but which really has to be hammered away at if the right opportunities are to be provided.

Methods of research called into question

Performance unit threatened

by Bob Doe

The Department of Education and Science is to scale down activities of the Assessment of Performance Unit.

The DES has been told by researchers and statisticians that it cannot hope to get the kind of information the unit was set up to provide, and now there is speculation that the unit's £1m a year programme will be substantially reduced or even cut altogether.

Set up in 1975 by the Government to monitor the achievements of children in school and to report on changes or trends, the unit quickly ran into trouble with critics of the statistical techniques it planned to use in the crucial areas of maths and English.

The cost of testing, the pressures placed on some schools by repeated testing and objections from teachers and ethnic minorities about some of the questions the APU would like to ask, have all limited the usefulness of the information the unit has been able to collect.

Now the sole indicator of the social background of schools tested, the take-up of free school meals, has been abandoned because local authorities have been providing them on widely differing bases. No suitable alternative has been found.

Last month, the DES called a summit meeting of 30 or so eminent educational researchers and statisticians to discuss alternatives to the controversial Rasch model - the statistical technique that was supposed to allow standards to be compared from year to year even though different tests were being used.

One drawback with the Rasch model that even some of its proponents acknowledge is that in scaling the relative difficulty of test ques-

tions it is unable to distinguish between those that are inherently difficult and those that few get right simply because they have not covered the work in their syllabus.

This, it is claimed by critics, means that if the unit uses the Rasch model to make year by year comparisons of standards, it would have to limit such comparisons to a minimum common core of knowledge and content which could have massive backwash effects on the curriculum in schools.

The DES submitted a remarkable paper to this meeting of experts revealing for the first time the full extent of the department's expectations of the APU, many of which have been disappointed.

Information is collected at present on pupils' performance in maths, language and science. Up to this year these results could be looked at according to the size of school; metropolitan or non-metropolitan district; region; pupil-teacher ratio; percentage of free school meals and the sex of pupil.

The department says other factors are of more interest to the department but these have been rejected as "impracticable". These include the effects on standards of setting and streaming, syllabuses followed, buildings, abilities of intake, absenteeism, class sizes, exams taken, parental education, social grouping, and the incidence of ethnic minorities.

The DES then presented 13 questions it would have liked answered by the APU's work such as whether children perform better in schools or classes of different sizes, what effect the environment had on performance or the different characteristics of schools; or did the language background of the pupil have an effect?

Survey looks at schools that do not push French

by Virginia Makins

Schools that offer German, Italian, Spanish or Russian as the foreign language all pupils study first believe they can recruit higher quality language teachers, and often use better designed resources, than schools that stick to French.

This is one finding of a survey of 79 schools that have opted for a first foreign language other than French. The survey was done by the Schools Council's Modern Language Committee, to study the effects in schools that have demoted the status of French.

One of the Committee's concerns was to strengthen languages other than French at A level, and also in universities. At present, the A level language ratio is 53 entries in French for every one in Russian, 1.5 in Italian, five in Spanish and 18 in German.

Even in schools which gave other languages equal or better status than French, the survey found that often there were pressures for able students to drop foreign languages in the fourth year. Some option systems made it impossible to combine a lan-

guage with physics and chemistry. Other students were counselled away from languages other than French because of teachers' belief that it is harder for students to get good O level grades in the other languages.

No school in the survey had received objections from parents about the unusual choice of first foreign language. But the committee recommended that schools should either offer French as joint first language, or start French teaching promptly in the second year, to help pupils who transfer in from other schools.

Languages other than French in the secondary school. Available from the Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1 5AP. Price £2 plus 20p postage.

Modern language teaching is distorted by public examinations, hampered by lack of national or local policies and resources, and threatened by an inappropriate view of "standards" according to the National Association of Language Advisers.

Plans drawn for new mixed grammar

The Hereford and Worcester County Council is drawing up plans to open a new mixed grammar school in 1983 when the historic Worcester Grammar School for Boys withdraws from the state system and goes independent.

The 900-pupil school, with an annual intake of 125 and a sixth form open to pupils from other schools, will operate in the middle of an ordinary comprehensive system.

Although normal streaming and mixed ability intake will continue at other schools in the area, the new grammar school will take the brightest children from Worcester and other nearby towns. If successful similar schools may be set up in other parts of the county.

Lady Young urges gradual transfer of handicapped

Handicapped children should not be integrated into ordinary schools too rapidly, Lady Young, the junior education minister, warned this week.

She told an international conference in London on dyslexia that the debate on special education had sometimes "been bedevilled by a narrow doctrinaire approach which judged each development by the sole criterion of whether or not it was likely to increase integration."

The new bill on education of children with special needs, now going through the House of Lords, would not result in large-scale transfer of pupils from special to ordinary schools in the short term.

"Indeed, I would be worried if it did because I am sure that the neces-

sary arrangements could not be made that quickly and the children would lose by it."

The view, she would encourage a steady and sustained move towards integrated education, before rushing into integration, local authorities had to ask themselves: What is the best course for a particular child? Do parents want education in the ordinary school? Will it give the child access to all the specialist help he needs? Will it mean that resources are being used efficiently and will it be detrimental to other children in the school?

Education authorities will also have to cooperate closely with health and social services when planning integration schemes, she added.

The failure of the APU to come to any firm conclusions on the question of class size effects must have made the DES aware of the limitations of the unit's surveys. If it did not, by all accounts emerging from this closed meeting, the DES was left in little doubt by the experts that the department's expectations are totally unrealistic.

There were various suggestions for different approaches to the comparison of standards over time on the basis of different tests but it seemed widely accepted that there was no obvious or simple solution to this problem.

The APU's work is unlikely to be dropped altogether because of the Government's political commitments to monitoring standards.

But plans are already afoot to reduce the frequency of the present seven surveys a year after 1983 and sample sizes are also to be reduced. That would make it even harder for the unit to think of looking into any new background variables and the unit would like even to drop some of the present ones such as the three regions of England reported on separately. These divisions do not correspond with any used by other Government departments.

The unit expected its reports to be of considerable interest to practising teachers, even if it did not manage to answer the policy questions the Government was interested in. There has been little sign of this, however. The first primary maths report giving detailed results on some of the tests was published a year ago and has sold fewer than 4,000 copies. That is less than one copy for every five primary schools in England.

Photocopy fees

Schools, universities and colleges may pay a fee for each photocopy they make of extracts from books and journals under a scheme to be launched by the Publishers' Association, possibly later this year.

Under a scheme drawn up by a working party chaired by Lord Wolfenden, institutions will be given a collective licence to make copies without prior permission from the publishers.

It is suggested that institutions will pay an initial registration fee of £10 per photocopying machine. Universities and public sector colleges with more than half their students on advance courses will also pay 10p for each copy of a page of a journal and 4p per page of a book. Schools and colleges teaching non-advanced further education would pay a reduced fee of 2.5 pence and 2p respectively.

Council bans cane

The Labour-controlled London borough of Newham voted this week to abolish all corporal punishment in its schools from September. The decision, made in full council, is prompted by a resolution from the National Union of Teachers local branch.



The girls' final of the national five-a-side football championships was between Whitwell Bottom Youth Club, Lancashire, and Llanedeyrn Youth Club, Wales, which won 3 to 2. About 300 young people took part in the event in Luton last week.

Future unsure after plea

by Richard Garner

The future of a former chief education officer who became a local authority chief executive, was unclear this week after he had pleaded guilty in a magistrates' court to a charge of importing in a public lavatory.

The ruling Conservative group on Ealing council is understood to have asked Mr Alan Groves, its 56-year-old chief executive who was formerly chief education officer with Hounslow, to consider accepting early retirement following the court case.

However, Mr John Wood, the leader of the council, said this week: "We are at present discussing the situation with Mr Groves' union. He is away from work recovering from an operation and it would be unfair to issue any comment at the moment."

Mr Groves took up his post at Ealing council in May and appeared in court three weeks later when he pleaded guilty to the charge.

UGC to answer over cuts

by Biddy Passmore

The University Grants Committee will face MPs in private session next Wednesday to reveal how they distributed the recent cut-in grant to the universities.

Members of the Commons Select Committee on Education, which is chaired by Mr Christopher Price MP, will ask searching questions on the criteria used by the UGC in deciding where to keep, expand or close departments. Conservative MPs have insisted that the meeting should take place behind closed doors to permit UGC members to speak freely.

The UGC's decisions have been severely criticised since the allocation of the cuts was announced two weeks ago. The chief complaint is that the universities suffering the sharpest cuts - Salford, Aston and Bradford - all specialise in science and technology, areas of national priority, and have good records on graduate employment.

Mr Neil Kinnock, chief Opposition spokesman on education, made an outspoken attack on the Committee's members during a Commons debate last week, implying that the universities they came from had escaped more lightly than others from the cuts.

The further north the institution and the nearer it was to the polytechnic system, he said, the greater the cuts and the bigger the damage.

The Committee of Vice-Chancellors and Principals has also been summoned to appear before the Select Committee next week. Vice-chancellors have not yet given a collective reaction to the cuts.

However, chancellor and vice-chancellors at the universities hardest hit have all used degree ceremonies to protest. Professor Tom Conington, acting vice-chancellor of Salford

University, which faces a 44 per cent grant reduction over the next three years, said last Thursday the UGC had made an "unbelievable and disgraceful decision".

Aston, which faces a cut of a third in its grant, decided after a special meeting of the senate to honour all conditional offers to students already made. It had previously said it might not be able to do so. But the university has calculated that the loss of 3-400 staff and at least 1,000 students resulting from the cut could lead to the loss of approximately 800 local jobs and £100m over the next 10 years.

Lord Wilberforce, chancellor of Hull University, said the proposed 17 per cent cut in students by 1983 was "not a slimming operation but a massacre". And at Bradford, Sir Harold Wilson, the chancellor, said the university faced the most severe crisis in its history.

The selectivity of the UGC's cuts is welcomed by the Commons Public Accounts Committee in its latest report. But the committee, which is Parliament's spending watchdog, has advised the UGC to look again at lecturers' tenure.

More flexibility in contracts for staff would give the universities more room for manoeuvre in reducing staff to adjust to smaller grants, it says.

The MPs have also advised the Government to consider placing a cash limit on all university spending, not just on their grant as at present but also on the income they derive from tuition fees. This could mean a cash limit on all expenditure on student grants, out of which tuition fees are paid. Some students who now automatically qualify for a grant would no longer be able to have one.

Platform



Literacy classes in Tanzanian villages aided by UNESCO.

The UK must keep its influence in UNESCO in spite of recent doubts, says Peter Oppenheimer

A struggle to cooperate

The objects of UNESCO, a specialised agency of the UN like the World Health Organization or the Food and Agriculture Organization, are stated in its constitution (Art. 1.1) as being "to contribute to peace and security by promoting cooperation among the nations through education, science and culture, in order to further universal respect for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations".

The verbosity and generality of these aims are a pointer to the organization's problems, as will be outlined in a moment. In practice, the organization's main work has been to give aid and advice to less developed countries striving to build up their educational systems. As the wording of the constitution makes clear, UNESCO, like most other UN agencies, has no authority to impose its own solutions to problems laid before it. Rather, its role is to assist national governments and promote cooperation between them, through conferences, workshops in the field and its own subordinate bodies such as the International Institute for Educational Planning.

Two main question marks hang over UNESCO. One concerns the intrusion of politics. The other concerns UNESCO's value and technical effectiveness. It would be unrealistic to expect total exclusion of politics from UNESCO's activities. The United Nations and its satellite bodies are, after all, a global political forum. Indeed, to transmute potentially serious disputes between countries into quasi-technical disagreements which can be resolved, at least in part, by multilateral debate and negotiation. Furthermore, education and communications have a greater inherent element of ideology than such areas as health or agriculture. Nevertheless, to perform their function properly, institutions like UNESCO must be allowed to retain their integrity and universality, and not become politically dominated bodies whose policy statements merely reflect the current balance of power and influence among governments.

The political issues have in recent years threatened to undermine UNESCO, although in both cases the danger was at some stage, warded off. The first, in the Arab-Israeli conflict, Arab countries suc-

ceeded in 1974 in virtually manoeuvring Israel out of UNESCO, ostensibly because of Israel's alleged infringement of UN principles through its archaeological and other activities in Jerusalem. The United States thereupon withheld contribution to the UNESCO budget, until the matter was, perhaps only temporarily, resolved in 1976.

The second issue has been that of communications policy, particularly with regard to the mass media. This has been rumbling on for some time and was the subject of the controversial MacBride Report (*Many Voices, One World*) published last year. In brief, there has been a three-cornered political tussle, with Western industrial nations opposing a dubious alliance between the Eastern bloc and some Third World countries which favours closer control of the mass media by governments.

The less developed countries object to the domination, as they see

basically inconsistent with the ideals of UNESCO.

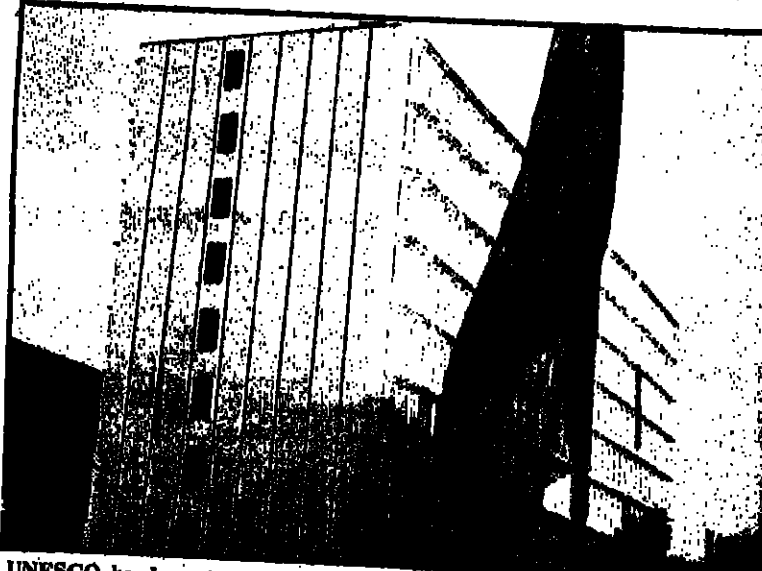
Sympathizers with the Soviet/Third World viewpoint object to the influence of some capitalist press barons in the western industrial countries. State influence over broadcasting in these countries also exists. In France, for example, it has been notorious. One of the consequences of the recent election of M Mitterrand has been the dismissal of key figures in French broadcasting who were effectively President Giscard d'Estaing's placemen.

But, so long as competing viewpoints are able to find adequate expression, it is nonsense to liken this to the situation in a totalitarian state like the Soviet Union. The western industrial countries have so far managed to keep the question of information and press freedom in UNESCO out of the East/West ideological debate. They promoted the 35th annual intergovernmental Programme for the Development of Communications, set up by the UNESCO General Conference at Belgrade in October 1980 to help remedy inequalities between rich and poor countries in the collection and diffusion of information, and to do so in a way which does not leave governments with a preponderant role in the process.

The other complaint against UNESCO is that it fails to give value for money. This is not altogether separable from the previous point about threats of politicization, because a keeping of effort has to be expended even when they are absent, the global pretensions of UNESCO policy discussion and documentation has to be seen to be believed. Preparations are now well in hand for the organization's Second Medium-Term Plan covering the years 1984-89. The consultation document sent to national governments in this connection began with the question, no less, "In your view, what are the main problems which face the world today and which, by their probable development between now and the end of the century, seem to you likely to have a major impact on the future of societies, on the needs of peoples and of individuals, and on the achievement of a decent life in the future and further social progress?"

The more specific and technical material annexed to the general questionnaire included such professions as "The discipline of history

Law of balance demonstration in a UNESCO-backed science project in Dar-es-Salaam.



UNESCO headquarters in Paris.

should be used for the purpose of analysing social phenomena and social change".

The objection is not merely that such material is circulated but that its compilation absorbs so much of UNESCO's resources. The UNESCO budget, funded by member countries, is currently running at over \$200 million a year, approximately equal to the UK government's recurrent grant to Oxford, Cambridge and Manchester Universities combined. Over 55 per cent of its comprises staff remuneration, mostly in the Paris headquarters. Judging from some of UNESCO's regular publications, not much of value would be lost if the Paris staff were cut by, say, half.

Along with its own budget, UNESCO is responsible for administering a further \$100 million a year of the bulk of which is spent "at the sharp end" in poor countries, financing literacy campaigns, rural teachers and the like. This money would no doubt continue to be disbursed by some route or other, and personnel would continue to be needed for the purpose, whatever cuts were made at UNESCO itself. Bureaucratic structures, however, easier to snipe at than to learn, as Mrs Thatcher has been growing, tendency receives an extra dimension in international organizations from the fact that a balance has to be kept between the member countries and to compete for posts and to seek additional influence in

the organization through enlargement of their own quota. Governments which opt out of this competition or which raise their voices against bureaucratic proliferation are liable to lose influence.

In 1980, the UK representatives were ordered to vote against the UNESCO budget both at the Executive Board and at the General Conference, with the result that the UK lost its seat on some scientific committees and generally experienced a diminution of its role in UNESCO. It is easy to be cynical and say that this hardly matters. Yet from time to time an issue comes up, like that of communications and freedom of the press, where the UK feels it important to prevent UNESCO from imposing international sanction on optional policies or opinions. On such occasions influence within the organization matters.

More generally, the United Nations system can serve as a useful lightning conductor for international disputes and an institution enabling emergent states to assert themselves through participation in pressure group politics and lobbying rather than by attacking their neighbours. So, despite their irritating features, we may have to put up with bodies like UNESCO broadly as they are, and do our utmost to preserve their commitment to the open society.

Peter Oppenheimer, lecturer in economics at Christ Church, Oxford, is a member of the Education Advisory Committee to the UK National Commission for UNESCO.

Salary rethink to stop exodus of officers

by David Lister

Education officers adopted a new salary policy this week after hearing that large numbers of education staff are drifting back into teaching for better pay.

Officers have gone back to the classroom in 36 authorities, according to a survey by the Association of Education Officers, the trade union wing of the Society of Education Officers.

A private meeting of the AEO at the weekend heard that the average deputy chief education officer on £16,000 now earns more than £1,000 less than a group 13 headteacher. CEOs (average £19,000) are no longer the highest paid members of the education service in more than 30 l.e.a.s. And senior education officers (£13,000) and fourth tier staff (£12,000) have hundreds of staff in their sectors who are paid more than they are.

In 1974, a deputy earned 15 per cent more than a group 13 head. CEOs and deputies are claiming 17 per cent for their 1981 salary award which will be negotiated on July 28. Lower tier education officers have already settled for 7.3 per cent.

Mr John Barnes, secretary of the AEO and chief education officer for Salford, said this week: "There was serious concern at the meeting about the potential damage to the service which is being created by the present situation." One officer had just become a principal administrative officer at a polytechnic, he said, and had gained several thousand pounds in

salary. He added: "In the past the drift to teaching has been confined to assistant education officers, mainly from FE, who have become principals of colleges of further education. What is more worrying however is the number of examples of education officers taking up positions as headteachers and heads of department. There are even examples of staff transferring to lecturers' posts."

He added that most youth officers following their recent transfer to Southbury scales were paid more than the assistant education officer in whose section of the department they were situated. In addition both senior and general advisers are often paid higher salaries than the adminis-

trative staff to whom they are responsible. "Within education departments, principal advisers are now equal in salary terms to deputy education officers, a position never envisaged when their respective roles were defined," he said.

The new salary policy adopted by the AEO calls for all deputies to be paid 80-85 per cent of chief officers' salaries, for all senior education officers, the third and fourth tier ranks, to negotiate through the Joint National Council used by CEOs and deputies, and to be paid 70 to 75 per cent of chief's salaries, and for professional assistants to be on related scales. Employers have indicated that they might agree to one related scale for education staff.

Big sixth forms show exam success, says study

by Biddy Passmore

Bigger sixth forms produce better A level results, the latest statistical bulletin from the DES reveals.

Its findings support the Government's view expressed in the Macfarlane Report that 16 to 19 provision should be rationalized to provide bigger sixth forms.

A survey of the results of 2,200 grammar schools, sixth form colleges and comprehensive schools between 1977 and 1979 shows that it is the size of the teaching group that affects A level success — and larger sixth forms are likely to have larger success. Since sixth form colleges and grammar schools tend to have more sixth-formers than comprehensive schools, their average success rate is therefore higher.

The average size of teaching groups for all the schools analysed was about 10. But about one in three sixth-form teaching groups contained five pupils or fewer compared with one in four for grammar schools and one in seven for sixth form colleges.

This was reflected in the different success rates. Just under half of the comprehensive school sixth formers passed all the A levels they took, compared with 56 per cent of the boys and girls in sixth form colleges and 58 per cent in grammar schools.

Taking 1977-78 and 1978-79

together, some 102,000 maintained school leavers in England (51 per cent of those attempting A level) passed all the A levels they took. However, 138,000 (73 per cent) passed two or more A levels — the minimum required for entry to higher education — regardless of the number they took and 174,000 (87 per cent) got one or more A levels.

The more A levels pupils attempted, the better their chance of success. 38 per cent of those who took two A levels got them both while 54 per cent of those attempting three were completely successful and 58 per cent of those taking four or more got them all.

The proportion of pupils passing all the exams they took in sixth forms with over 200 pupils was some 18 percentage points higher than in schools with 50 sixth-formers or fewer.

Grammar schools achieved the highest proportion of higher grade passes — that is, a score of 9 or more points, with 5 points for grade A, 4 for B to 1 for E. 45 per cent of their pupils who passed two or more A levels did so at the higher level, compared with 36 per cent in comprehensive school sixth forms. In sixth form colleges, where the average size is 450 pupils, the proportion was 39 per cent.

College jobs may be lost

by Patricia Santinelli

A new approach to the funding of voluntary colleges may lead to redundancies, a cut in student numbers and the closure or merger of some of the 27 institutions.

Colleges whose budgets are to be cut by 7 per cent over two years from 1982 in line with Government expenditure plans have been sent details of the new DES approach together with proposals for achieving savings. If such savings were concentrated solely on teaching staff salaries, it would mean a 25 per cent reduction in staff by 1984 and a subsequent drop in student numbers.

Other options outlined by the DES are redundancies among non-teaching staff and the selling or leasing of land and buildings.

Swann calls for more evidence

The Swann (formerly Rampton) Committee is calling for evidence on the second part of its inquiry into the education of children from ethnic minorities.

The committee's chairman, Lord Swann, Provost of Oriel College, Oxford, said they wanted to look at as many different communities as possible although their main concern will be children of Asian origin. Last month, the committee published its interim report on West Indian children's education.

He hoped to hear from teachers, young people and community groups

Private fee tax cut urged

Tax rebates for parents who opt out of state education are proposed in a report sent to the Government this week by the Adam Smith Institute, a right-wing "think tank" on public policy.

The Institute says that fees at private education are less than the cost of state education in many cases but private education is at present limited to parents who can afford to pay for both the state sector — through rates and taxes — and private fees. It suggests that a tax rebate of £250 for those opting for private secondary schools and of £200 for those opting for private primary schools would lead to growth in the private sector and thus save public money.

On the extent to which they feel that schools are meeting their needs.

In order to get their final report to the Secretary of State by the middle of 1983, he would like evidence by December 31 this year, preferably broken down into three headings: primary and pre-school; secondary education including school to work; and "out of school" factors including teacher education, funding and supplementary provision.

This should be sent to D. G. Halliday, secretary, Committee of Inquiry into the education of ethnic minority children, Elizabeth House, York Road, London SE2.

YOP workers plan one-day strike

Youngsters employed on the Youth Opportunities Programme are planning a one-day strike next month to stage a protest rally over their pay of £23.50p a week.

The youngsters, working on the programme in the North-East of England, will hold the rally in Newcastle-upon-Tyne on August 28 as a

follow-up to a strike last month over their pay and conditions.

At least 1,500 youngsters in the North-East of England on YOP schemes have now joined the National Union of Public Employees, which is organizing the demonstration.

Labour rebels help quash ILEA meals price cut

Labour moderates on the Inner London Education Authority teamed up with Conservative members on Tuesday to defeat by 30 votes to 15 a plan by the left-wing leadership to make a 10p cut in the price of a school meal.

They were swayed by legal advice that the authority might be held to be acting "unreasonably" if it went ahead with the cut, from 35p to 25p, which would have cost £2.7m in a full year. This would have laid members open to a personal surcharge and disqualification.

However, a motion to raise a supplementary rate of 3.2p in the £ in October got through by 38 votes to 18. The extra rate, which should raise £23m, will cover most of a £27m deficit in last year's budget and a £5m scheme to help the young unemployed.

The rate rise was passed in spite of a revolt by Labour members representing seven of the eight Labour-controlled inner London boroughs. Only Camden voted in favour.

CLEA issues views on national body

The Council of Local Education Authorities has published its own consultative paper on a central body to run colleges and polytechnics.

The document has appeared just one or two weeks before the Government's own consultative paper, setting out the centralized scheme preferred by the DES alongside the local authorities' option. Local authority leaders felt that their scheme was inadequately summarized in the draft they saw of the government document and decided to publish their own in time for the start of CLEA's annual conference.

The 13-page CLEA document says a central body should be set up to manage all higher education courses in the maintained sector — not just a limited number of major institutions, as in the DES scheme.

It says the body should be small and consist of representatives of the providing local education authorities and staff in the institutions. L.e.a.s should have a majority to ensure accountability. DES and FMI would be involved only as assessors.

The committee would concentrate mainly on approving the funding of full-time and sandwich courses, while a regional substructure of revamped regional advisory councils would take responsibility for co-ordinating part-time and short courses.

Pooling — the system under which all l.e.a.s contribute to a national pool on a formula basis which is used to reimburse all authorities running advanced courses — would stay, but in a modified form.

The education committee of the Association of Metropolitan Authorities elected a new vice-chairman at its meeting last week. He is Mr John Pearman, chairman of Wakefield's education committee and he will replace Mr Peter Horton from Sheffield who lost the position. Mrs Nicky Harrison from the London borough of Haringey remains in the chair.

Head is suspended for a second time

The headmistress of a special school in West London has been suspended on full pay for a second time pending a new investigation into "alleged difficulties" at the school.

Staff at John Chilton school in Ealing walked out after Miss Sylvia Howarth was reinstated as the school's headmistress after a four-month investigation as a result of which school governors recommended she should get her job back. The staff said they would not work with her.

The decision to hold a new investigation was as a result of the staff's action.

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Fighting in the streets: are the schools doing enough? TES reporters see

Boyson sees seeds of riots in RE teaching

by Biddy Passmore and Sandra Hempel

Poor discipline, lack of moral guidance and the style of religious education might have caused some of the riots, Dr Rhodys Boyson, junior education minister, has claimed.

Speaking at the Royal Grammar School, Guildford, Surrey, last week, he said: "In many RE lessons Christianity tends to be presented as an undemanding tour round a museum of quaint religious doctrines, instead of providing clear insight into the beliefs and principles of our fathers."

Children must meet firm yet fair discipline in schools or they would not grow up to appreciate the rule of law. "If we destroy the authority of the headmaster and his staff, society will reap dragons' teeth in the form of juvenile revolt," he said.

Without respect for traditional values, many young people grew up without beliefs, pride or confidence in themselves, Dr Boyson added.

They then found their identity, not through participation in a common national purpose, but in their own particular dress, colour, class or minority group. And assorted "pied pipers and exploiters of both Left and Right" moved into the vacuum.

Mr William Whitelaw, the Home Secretary asked in a speech last week what sort of tuition children involved in the riots were getting in the schools. And Lady Young, junior education minister, told a Select Committee of MPs this week that parents were failing to support schools in teaching moral values to children.

Questioned about the riots, Lady Young told the Select Committee on Education that the DES and the School Inspectorate were extremely concerned and were studying the situation, but there were no easy solutions.

"From what I have seen recently in the press

it is clear that parents are not supporting schools in teaching respect for other people's property, for example," she said. "Parents and schools are not speaking with one voice on these issues. There is evidence that teachers who have disciplined children have been criticized by parents. One would not have seen this years ago."

Children needed to be taught moral values but the cooperation of the parents was essential. One of the difficulties was that adult society itself was confused about the issues. She believed Christianity should be central to any religious and moral education.

Calling for strong links between schools and parents, Lady Young said government legislation for parent-governors and for the publishing of schools' results would help in this. She hoped ethnic minority parents would ask to see examination results, would offer themselves

as school governors and feel they had a role to play in the education of their children. Asked by Mr Tim Brinton, Conservative MP for Gravesend, if she agreed that a decrease in mother-tongue teaching would be a disadvantage, she said: "We are still very early to say. We are still very early to say this but I do hope that most of those who will recognize that they are part of it."

Replying to a question by Conservative MP, Mr Christopher Price, Labour for Lewisham West, Miss Sheila Brown, Chief Inspector of Schools, said she was surprised that the riots happened "but I can see that the elements were there".

She had summoned the Inspectorate meeting about it and all divisions of a specter were now considering "what we are not as surprised as we should have been

Moss Side

Collapse of a fragile trust in Manchester

by Sarah Bayliss

Like their colleagues in Liverpool 8, teachers in the Moss Side district of Manchester have expressed little surprise that rioting, including the siege of a police station, broke out on their streets for three nights running last week.

And at the education department in the city centre, while some officers were shocked by the sheer fury of the youngsters burning and looting, they said it was predictable.

"Teachers have made allegations about aggressive policing," said Mr Michael Sterne, senior assistant education officer with special responsibility for the youth service. "If these allegations are true, add social deprivation and high unemployment and there's the widely acknowledged formula for the riots we witnessed."

There are figures to illustrate the problem. In May this year 1,605 school leavers under 19 were registered unemployed when 11 vacancies were available at the careers office. In May, 460 youngsters were placed on the Youth Opportunities Programme, but teachers have reported increased cynicism among youngsters who know there are no jobs after YOP. The job placement rate after YOP has more than halved.

In addition, up to 80 per cent of pupils in Moss Side qualify for free school meals and about one-half are non-white.

While trouble was predicted, none in Moss Side is complacent about what has happened. There is the terrible physical damage which remains: the parade of shops on Princess Street is derelict and blocked off to traffic and at least two local businesses have been reduced to a pile of rubble. Even the second-hand clothes shop used by young blacks has been destroyed.

A petrol bomb flung into the assembly hall at St Mary's primary school could have caused extensive damage but was limited to £500-worth by swift action from firemen.

Parents at that school, and several other primaries, have sent their children out of the city to friends and relatives for a few days. A police minibus used regularly by schools was also wrecked in the rioting.

Some community leaders are angered by the suggestion that the damage was inflicted by "copycats" - that vandals across the country have merely been aping each other. At the same time teachers have said they don't doubt that outsiders got involved once the first sparks flew.

"It grieves me to hear it said they were just imitating," said one black woman who, like several black people I spoke to, did not want to be named. "There are genuine grievances and for months it's been clear that if nothing changed there would be trouble."

Secondary schools are aware that tension continues in the area because large numbers of police are being deployed in the "follow-up" operation. "Children say their homes are being searched and they are being picked up in vans and questioned," said Mr Graham Watkins, deputy head teacher of the Birley High School sited on the Hulme high-rise housing estate.

The woman speaker and Mr Watkins are both members of a police-youth relations group set up in April in an attempt by local councillors to give voice to feelings and tackle them with police.

A Baptist minister, local councillors, three youth workers, a police inspector and chief superintendent of the division attended the first in-

formation meeting. At one gathering, the community workers introduced ten black youngsters to six young police constables for a discussion.

However, says Mr Watkins, last week one member of the group, an influential and widely-respected youth worker, was arrested and beaten by the police. A doctor has examined his injuries and recorded them.

"His arrest and the violence towards him was the biggest blunder of the past week," said Mr Watkins.

He said the worker had defused countless difficult situations in the past. "Everybody knows what has been done to him. Feelings are running high. We've got to start the trust business all over again."

At least one other community worker was arrested last week and was bailed, like many other young people, with a strict curfew condition not to be on the streets after 10pm or 8pm.

To the school's knowledge, no pupils from Birley High have been arrested.

However, the school is aware that children are being picked up in the aftermath. In a social education class this week a community teacher - one in a team of four who do part-time teaching, the rest community work - guided a second year discussion about what had been happening.

"Sir, older people are saying the boys should be hung for smashing windows and stealing but they didn't hang the Ripper, Sir, and he killed women," said one boy.

After one pupil had suggested bringing back the birch, another said: "What's the point of beating them when they're getting beaten up already."

"I've realised more acutely than ever before the powerlessness of all these youngsters, black and white. I'm much more prepared to believe their stories now," said Graham Watkins.

He cited a case last Sunday night when a 12-year-old white boy carrying a trumpet was taken into police custody and accused of stealing the instrument. He was later released without charge. The same day a group of young black children at a bus stop were picked up, searched, and later dropped on the outskirts of the city.

Children's and parents' feelings prompted Mr Harry Tomlinson, head teacher at Birley High, to cancel a community-police exercise which was timetabled to start in the school for four days from next Monday.

In a letter explaining to parents that "Police Week" had been cancelled, the headteacher stated simply: "Although we must continually work to mend and build relations in the school and local community, I am certain that we should not so soon take on an exercise which could be seen simply as propaganda."

"We shall continue to work quietly and on a small scale to rebuild trust between youngsters and the police but the large scale and intensive activities of Police Week must wait until another time."

The police have apparently expressed regret. "They said they were sorry their view was the opposite to ours. They wanted to return to normal as soon as possible," said Mr Watkins. "We said we wanted to return to better-than-normal but it's going to take a hell of a long time."



Street in Brixton

Brixton

Violence despite cash aid

Rioting in Brixton, both at the weekend and earlier in the year, occurred in spite of a substantial amount of extra money being on education in the area.

A report by the Inner London Education Authority described "positive discrimination" which ILEA has practised in the past - the spending of more on classes, the careers service, etc. projects and special posts.

More money has been paid into Lambeth's secondary schools than into any other London borough; more full-time teachers are employed in Brixton than in any comparable area in London and there are now 10 centres for young children.

The report says that efforts have been made to establish links with the Metropolitan Police by "teachers and youth workers" and that policing methods by sections of the force have undermined what progress has been achieved, with much effort.

The ILEA report to the Schools Inquiry into the April riot says that spending cuts in the area have been "effectively" cut by the Government and that the "adverse" effect on areas like Brixton is "concentrated". The report says it will require an effort which is "concentrated", adequately financed and sustained to meet the needs of a multi-racial community.

The authority describes how in London borough of Lambeth, which Brixton is a part, the young children enrolled in the school are more big families and more living with one parent than the inner London borough.

Young people are particularly increasingly affected by lack of and by racial discrimination, resentment and alienation leading into schools.

"The aim of the education is to improve educational standards but when young people see that those with good educational qualifications facing unemployment they lack incentive to improve their own."

"The problem is made more difficult when young black school leavers find it considerably harder than others in obtaining employment for employment let alone employment itself."

Tables of statistics show that unemployment amongst Lambeth school leavers increased by 200 per cent while vacancies dropped by over 1000 per cent during the months in the past year.

In August last year 1,084 youngsters were out of work and were chasing just 35 jobs. The unemployed, including those on Youth Opportunities Scheme, was 353 in June this year - more than 20 per cent up on the previous year.

teachers, administrators and government ministers are reacting

Disappointment over 'copycat' outbreak but community policing project soldiers on

by Sara Parker

The outbreak of rioting which took place in the Handsworth area of Birmingham at the weekend has come as a particular disappointment to teachers and education officers because the area is the scene of an extensive project to involve police more with the schools.

And the disturbances, which may anyway have been one of the series of "copycat riots", have not changed the view that such a scheme can lessen community problems and racial tensions in this multi-racial area. The biggest community policing project in the country, the £150,000 Lozells Project, is a combined scheme between police, probation and social services and education. It is funded for an initial experimental period of three years by central and local government.

In the past, many police never went into secondary schools except to make an arrest or pursue inquiries. Now they are giving lectures, showing films and running courses and discussion groups as part of their daily round of duties.

In this capacity however police are not always welcome, but at Holte Comprehensive, the secondary school in the Lozells project area, there has been considerable cooperation from Mr Steve Allatt the headmaster, and his staff.

He explained: "Some teachers may have viewed the project with some suspicion at first but on the whole they accept it now. If there is an opportunity for children to build up a relationship with the police, we must take it."

The course at Holte is designed to give pupils an opportunity to meet and get to know police officers in a situation where they can ask questions and put forward their own views. Group work with half a dozen or so pupils is a key part of the course, as are role playing exercises and outside visits.

"If a policeman stops a kid in the street, he will not be able to give his point of view," said Robert Storr who is the teacher working with the four beat policemen and their officer in charge, Sergeant Edwin Schuck.

The first course, run for 32 weeks in the 1979/80 school year, demanded 16 police-man hours a week and a regular commitment by the officers concerned to the three fourth form classes involved. Rationalisation of the course in the present school year has found that double the number of pupils can be reached in two-thirds of the time. Next year it is hoped that all the 240 fourth years will have a term's teaching of police studies.

Holte Comprehensive has nearly 1,400 pupils many of whom have social problems and some with criminal records. It is a multi-racial school where only 15 per cent are white, the rest being of West Indian and Asian origin.

The initial aim is to "normalize relations" between pupils and police, and avoid misunderstandings in explosive situations.

The reaction of the pupils is, in many cases, one of begrudging acceptance. One fourth form white boy, who has been in and out of trouble with the law said: "I suppose they've got no choice but to do their job. I just don't like them when they catch me."

His classmate, a 15-year-old West Indian girl, said: "I used to hate them, really hate them. Now I see them down the youth club and in school. Some of them can be quite nice."

Inevitably, the change in attitudes is a slow one, but progress can be seen to be made in that police officers who used to be showered with abuse when they stepped into some schools are now greeted with a degree of friendliness.

Besides Holte, there are six other secondary schools and over 30 primary and junior schools in the Hands-



'Pupils often have the wrong view of a policeman's job'

worth and Great Barr Police sub-division. Nearly all of them are visited by police officers such as beat Constable Joe Mulvaney.

The relationship in the classroom is often carried over into outside situations and as PC Mulvaney explained: "It is very rare that I have to take a kid to the station these days. We can usually sort out a problem then and there."

He has worked on the beat for the past two years and finds that through his activities in schools and community-based schemes and organizations, he knows nearly everybody.

"I'm a friend as well as a policeman. If they have problems people normally contact me before they go to the station," he said.

But perhaps the best indication of improved relations is in the crime rate figures. In Handsworth, mugging and street crime has dropped by 60 per cent since the start of the community policing scheme in 1978.

Edwin Schuck, sergeant in charge of the 18 beat officers and three reserves involved in the scheme, said: "It is street crime which is the most emotional and dangerous type of crime as far as community relations is concerned."

Sergeant Schuck was working in schools long before the Lozells project. He has coached more than 600 children through their Duke of Edinburgh Bronze Award for Public Services with the Police in the last few years alone.

Over 10 years ago, he gave the first of many talks to Handsworth Wood Girls, a secondary school with a 90 per cent immigrant population. Mrs Claire Hinchliffe, the headmistress, is full of praise for his work.

"The girls like him. They can see him not only as a police officer but also as a human being. Pupils often have the wrong view of a policeman's job and if they go through life with a hatred of police, they're bound to get into trouble."

"When I started here I realized there was one thing which they disliked more than us teachers, and that was the police," she said.

Relations between pupils and police are now good in the school. Sgt Schuck is a popular figure who presents the prizes on speech night and is on first name terms with teachers and pupils.

Why I was there: Dick North

by Richard Garner

London teacher, Mr Dick North, a former executive member of the National Union of Teachers, this week defended his presence at the Brixton riot at the weekend.

Mr North, chairman of the National Union of Teachers' Rank and File group and a union executive member for Inner London until he was thrown out of the union for supporting the Lambeth day of action against government cuts, was chairing a meeting of the South London group of the Anti Nazi League in Lambeth town hall while rioting went on outside.

He felt he had judged "the mood of the meeting" when he said he hoped it could be kept short because it was "important for everyone to be out there" - on the streets.

"The meeting was called to discuss racist attacks although obviously all of the riots were looked at. We were discussing what had happened in Southall, the petrol bombing incident in Walthamstow where four Asians were killed and the activities of the police in Brixton before any riots started."

School closure would be 'provocative'

Mr Mark Carlisle, the Education Secretary, is taking a fresh look at plans to close Paddington school - a comprehensive school in the middle of Liverpool's Toxteth area - in the wake of the riots.

Mr Jim Ferguson, secretary of the Liverpool NUT association, said the union believed it would be "provocative" to go ahead with the closure of



Dick North - judged mood.

"Nobody was told to go out on to the streets and throw any bricks," he added. "That would have been down to an individual to decide on."

"It was a public meeting and people had come from different parts of London to it. It would have been just sat and talked about what was happening while the noise of rioting was going on outside without taking the opportunity to find out for themselves what was going on at first hand."

● Mrs Jill Knight, the Conservative MP for Edgbaston, Birmingham, claimed in the House of Commons on Tuesday that a woman teacher in Birmingham was "actively engaged in fomenting the present troubles" and called for the teacher to be sacked.

the school - and reopen it as a girls' grammar school either in September or the New Year.

Mr Ferguson said that the nearest comprehensive school to it was "right on the riverside". "I don't think it would be able to cope with sudden influx and it would mean the pupils would have to travel," he added.

Help Save The Panda

COMPETITION WINNERS

We are pleased to announce the winners of the schools painting competition run by Princes Spreads in conjunction with the World Wildlife Fund.

Over 15,000 entries were received from junior and primary schools, and 35 shortlisted paintings were displayed at the World Wildlife Fund 20th Anniversary Conference at Wembley on May 27th, when HRH The Duke of Edinburgh was inaugurated as World President of the W.W.F.

Sir Peter Scott selected the winning entries which are as follows:-

First Prize in the 9-11 years age group goes to Dorcas Fraser, of Lorne School, Dunfermline, Fife.

First Prize in the 7-8 years age group goes to Stuart May of Tardley First School, Linstead Green, Grimsby, Lincolnshire.

First Prize in the under 7 years age group goes to Elizabeth Walker of one Heath Primary School, Tamworth, Staffordshire.

A video recorder will be presented to each school, and a £25 W.H. Smith voucher presented to each child to spend on books or painting equipment.

A special award of £100 to be made to the school that has been made by Princes Spreads to St. John's C.E. Primary School, Seaton, Manchester, for a painting by Victoria Davison and Miriam Edmond, which was highly commended by Sir Peter Scott.

The following table records the W.H. Smith's entries which were shortlisted:

9-11 Years	1st Prize: Dorcas Fraser, Lorne School, Dunfermline, Fife	1st Prize: Stuart May, Tardley First School, Linstead Green, Grimsby, Lincolnshire
7-8 Years	1st Prize: Stuart May, Tardley First School, Linstead Green, Grimsby, Lincolnshire	1st Prize: Elizabeth Walker, one Heath Primary School, Tamworth, Staffordshire
Under 7 Years	1st Prize: Elizabeth Walker, one Heath Primary School, Tamworth, Staffordshire	1st Prize: Elizabeth Walker, one Heath Primary School, Tamworth, Staffordshire
Special Award	£100 to St. John's C.E. Primary School, Seaton, Manchester	£100 to St. John's C.E. Primary School, Seaton, Manchester

Princes Spreads and the World Wildlife Fund wish to thank all schools for their entries. 300 Audio Visual Kits, Pandas and their World were sent to the first 500 schools to enter the competition.

PRINCES Spreads



Independents launch onslaught on Labour's plans to abolish private system

Parents' right to pay is defended

by Biddy Passmore

Independent schools have fired their first salvo in the campaign to defend themselves from Labour's threat to their future.

In a statement issued on Monday - the day the Labour Party and the TUC finally published their joint plan to end private education - the Independent Schools Joint Council said it could not negotiate with Labour unless the Party agreed to respect certain basic rights.

These are the right of parents to spend their money as they think best in the interests of their children's education and the right of fee-paying schools to play an integral part in the national education system.

Both of these rights are supported by all the international conventions on human rights, says the Council, which represents more than 1,400 of the 2,500 independent schools in Britain. Unless Labour agrees to respect

them, there is no basis for negotiation with the Party's National Executive Committee.

The Council has set up an action committee under Mr Frank Fisher, former Master of Wellington College, to coordinate the protection of independent education from Labour's threat to abolish it.

The campaign's first ammunition was provided this week by a booklet called *Independent Schools: The Facts*, published by the Independent Schools Information Service, the Council's publicity arm. Written by Mr Tim Devlin, director of ISIS, it contains notes on the schools' contribution to education and society and answers to the main criticisms of independent schools.

It says the schools probably save the country more than £400m in day to day running costs and earn at least £40m a year in foreign currency

in tuition and boarding fees alone. And it points to the schools' contribution to boarding provision, religious education, single-sex schooling and small schools with small classes.

Labour's plan of action to end private education, also published on Monday, sets out a 10-year programme of attrition. An incoming Labour Government would immediately introduce a Bill to end the assisted places scheme and stop local authorities buying places in private schools. Boarding allowances for servicemen and diplomats would be abolished. VAT would be imposed on school fees in the first Budget.

A second Bill, in the same year, would restore to the Education Secretary responsibility for charities with educational purposes. This would say that schools depending wholly or partly on fees paid from private funds (other than those for

the handicapped) would not be deemed to have charitable purposes.

This Bill would also enable the Education Secretary to forbid private schools not qualifying as charities to charge fees for new admissions. And it would give powers to local education authorities to integrate some private schools into the maintained sector for community use.

● The Labour Party's policy of ending private education was described as "bizarre and disastrous" by Lord Lever of Manchester, a Labour peer and senior minister in the last Government.

Speaking at the prize-giving ceremony at the Manchester Grammar School, he said the Labour Party had been moving towards the notion that the education system should be turned into "a uniform sausage machine imposed by laws".

News in brief

Plea for greater spending on books

Central and local government must allow educational publishing to survive the coming year, Mr John Davies, director of the Educational Publishers Council, said in London last week. In a strong plea for higher spending on school books, he said returns from 48 local authorities showed that local authorities were planning to spend nearly £2m below the government target for school book spending this year.

Success story

The Government's 10 regional meetings on industry and the work of schools had been a success, Mr Neil Macfarlane, junior education minister, said last week. Speaking at the Brunel/Wokingham Schools/Industry Partnership, he said very nearly 1,000 people had attended the meetings, one third of them employers, and they had produced a willingness on all sides to discuss mutual problems and achievements.

Literacy scheme

An organization has been formed to represent the interests of adult literacy students. Information on it can be obtained from The Secretary, National Students Association, Cambridge House, Literacy Scheme, Cambridge House, 131 Camberwell Road, London, SE5.

Winning essay

The Economist Essay Competition has been won by a Merseyside schoolboy. Duncan Squire's essay on the Brandt report won top marks from all the judges. Duncan, from Birkenhead School, got £125 and a trip to Brussels to meet journalists covering European and third-world affairs.

Science winners

Girls did better than boys in the Norwich Chemical Olympiad, a contest organized by the East Anglian Chemistry Teachers' Centre. Three of the finalists in one sector were girls while teams from girls' schools took most of the prizes in the group events.

Teaching fit

A teaching pack for East Sussex schools aims to persuade school-leavers to keep fit in adult life. Called "Health, sport and you" it is part of a pioneering health education programme introduced by the Area Health Authority this year.

Union seeks training move

Teachers' leaders will be urging the TUC at its annual conference in September to throw its weight behind a campaign to urge the Government to provide all school leavers with the opportunity to take part in education or training courses. The executive of the National Union of Teachers will urge the Government to ensure that all school-leavers can take part in full or part-time schemes.

Part-time rates

A national campaign to improve the pay and conditions of part-time teachers in adult education was launched last weekend by the Association of Adult and Continuing Education.

In a series of resolutions passed at its annual conference in Liverpool, the union agreed to press for a part-time staff to be paid at the same rate as their full-time colleagues. At the same time it registered its disgust at the attempt by some local authorities to avoid implementing the national agreement covering part-time teachers reached in the Burnham committee last year. (THES)

School to work

Two choices in under-18s crisis

Faced by horrifying new forecasts of youth unemployment, the Government may concentrate its help on new school leavers and abandon more than 250,000 jobs under-18s to the dole next year. It has to choose between a massive further expansion of the Youth Opportunities Programme or its transformation into a foundation year of vocational preparation for leavers only.

The choice is set out in the new confidential report prepared for the

Manpower Services Commission, alarmed by new forecasts from its experts of 777,000 jobs under-18s next year, is trying to head off Mr Prior wants to offer the Employment Secretary away from his plan to turn the Youth Opportunities Programme into a foundation year for school leavers.

The plan, which would restrict YOP to 400,000 new leavers next year, is set out briefly and dismissively as a possible option in a report to the commission by its director of special programmes, Mr Geoffrey Holland. He says it would be very difficult to operate "even if it were thought desirable", and describes in detail what the commission's officials want to do instead.

The officials agree with Mr Prior's objective of a year's vocational preparation. But they want to give absolute priority to expanding the programme so that it can remain open to all the under-18s - and perhaps say, expanding the capacity to 550,000 youngsters straight away and to 670,000 - 720,000 if 18-year-olds are included - next year.

The officials say that the levels of youth unemployment mean "an unprecedented situation fraught with both economic and social consequences which demands an unprecedented response".

The response they propose is to turn the whole programme as quickly as possible into a full-scale version of what Mr Prior wants to offer the Employment Secretary away from his plan to turn the Youth Opportunities Programme into a foundation year for school leavers.

The way they hope to get there is by: ● changing the balance to reduce the proportion of "straight" work experience and increase off the job training and education opportunities; ● encouraging the setting up of networks or consortia of the education service, councils, voluntary organizations, employers, and others, helped by seconded MSC staff, to organize YOP in their localities; ● encouraging arrangements under which a firm either organizes a range of schemes or helps smaller firms to run their own; ● providing money for a number of local education authorities who want to set up integrated one-year vocational preparation programmes for all their under-18s, ahead of any national scheme; ● finding some way of improving

Local authorities should be encouraged to "coalesce" YOP schemes and the Unified Vocational Preparation programme, the report says. And the message was pressed home this week by Geoffrey Holland, at a conference called to discuss the two programmes.

Mr Holland told the conference that the schemes were aimed at the same objectives, and both based on the essential element of learning through work. He straightaway found himself in the middle of a fierce row. Geoffrey Melling, an HMI who formerly directed the Further Education Unit, had earlier told the conference that there was a danger that "the new further education" would go overboard at the expense of content. There was a need for national standards and a common core if disaster was to be avoided.

He reminded the conference that

Manpower Services Commission by Mr Geoffrey Holland, the official who drew up the original plan for the Youth Opportunities Programme four years ago. It says that the extremely high levels of youth employment and long term unemployment now in prospect constitute "an unprecedented situation fraught with both social and economic consequences which demands an unprecedented response", and plainly backs the YOP expansion option.

The report says that experience in the past has shown that the necessary rate of expansion and improvement in quality can be met. But Mr Holland insists that it is vital that the programme retains its "style" - its use of decentralized schemes run by independent sponsors to criteria and standards for which the commission remains responsible. "It is essential to allow the sponsors maximum freedom in the design of their programmes and individual young people unrestricted access", he says.

The commission strongly backs a review by Sir Derek Rayner of its systems as they affect the programme's sponsors because it wants the programme made as simple as possible for everyone. But Mr Holland says that to succeed the programme will have to have the commitment of both unions and big firms. Union support has been wavering recently, he says, and the absence of schemes in the Civil Service especially in the MSC's own offices - because they have been blocked by two of the unions - is embarrassing and will make it more difficult to reach targets.

The commission, however, is also disappointed by the relative lack of interest from big firms, particularly in manufacturing: the CBI's Special Programmes Unit (set up with a lot of publicity at the beginning of this year to get the big employers to provide work experience places) has so far delivered 8,000 places - compared with more than 110,000 new places found by the MSC's own staff - mainly in small and medium sized firms over the same period.

The report argues strongly for an increase in the weekly YOP allowance from its present £23.50p. It should either go up to £26, with an additional allowance for travel costs more than £4 as at present, or go up to £28 with travel costs becoming payable when they exceed £5.

French youth job schemes fail, p.10.



Mr Geoffrey Holland

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French youth job schemes fail, p.10.

DES blamed for skills lack

Schemes should coalesce

The Government is castigated for failing to do enough to encourage the development of work-related activities and basic social skills teaching in schools. The report says that it has not implemented a specific recommendation by the commission last year that the DES should give the Schools Council £2m a year (with similar funding in Scotland) for developing models and funding projects in schools. The report says that the commission knows that the Schools Council is anxious to get down to the task and an increasing number of teachers that share the interest. "If urgent and large scale progress is not made in this area, society will stand accused of negligence in its education of the younger generation," it says.

Mr Melling was flatly contradicted by a fellow speaker, Dr Morris Kaufman, chief training advisor of the Rubber and Plastics Board, who said that experience with UVP youngsters had shown conclusively that "it's not what you do but the way you do it".

Mr Holland insisted that young people had made it plain that they wanted to learn but were not prepared to be taught in conventional institutions. Mr Holland refused to talk about his report to the commission, which he told the conference was still confidential. He said that it was "a great pity" that it had got into the hands of the press.

He reminded the conference that

National service 'no alternative'

Mr Holland flatly rejects the idea that national community service can replace part of YOP or provide an alternative. Youngsters know, he says, that community service projects have been the least successful in leading to jobs of all the YOP schemes.

Job subsidy

A subsidy to persuade employers to take on youngsters who fail to get jobs after YOP is proposed in the report. It estimates that it would cost £30m a year to subsidize those still out of work a year after leaving the programme, and £44m if youngsters became eligible after six months.

Unemployment among young people under 18

Year and Quarter	School leavers	Others	Total	% of Labour Force Under 18
1980 Q1	86	87	173	17
Q2	132	92	224	24
Q3	316	115	431	32
Q4	217	126	343	29
1981 Q1	196	153	349	34
Q2	329	153	482	51
Q3	504	180	684	51
Q4	389	168	557	47
1982 Q1	323	178	501	48
Q2	430	168	598	63
Q3	582	195	777	58
Q4	453	179	632	54
1983 Q1	367	186	553	54
Q2	464	172	636	68
Q3	603	197	800	60
Q4	466	178	644	55
1984 Q1	369	184	553	54
Q2	454	168	622	67
Q3	586	192	778	69
Q4	448	174	622	54

Notes: These forecasts are "policy off" - they include all those who may be off the unemployment register as a result of government schemes.

The rising demand for YOP places

Region	Entrants in 1980/81 (out turn)	Existing 1981/2 programme, estimated entrants	Expanded 1981/2 programme estimated entrants
London	10,600	17,000	20,000
Midlands	63,500	72,000	108,625
Northern	35,900	55,000	60,000
North West	64,000	82,000	95,000
Scotland	49,300	66,000	70,000
South East	35,800	39,000	55,000
South West	27,500	31,000	42,000
Wales	30,600	42,000	42,750
Yorkshire and Humberside	35,900	46,000	59,500
Totals	360,000	450,000	550,875

Scheme	Entrants 1980/81	%	Entrants by scheme type with 450,000	%	Entrants by scheme type with 550,000	%
WEPP	242,000	67	263,300	59	330,000	60
Projects and CS	50,300	14	83,400	18	99,000	18
TW	12,000	3	20,300	5	22,000	4
Work Preparation Courses	55,500	15	82,800	18	100,000	18

School to work is edited by Mark Jackson

Teachers suggest remedy for ignorance of public affairs

by Virginia Makins

Social studies, as taught to 13- to 16-year-olds in schools, is "largely worthless". That is the view of a group of teachers in the London Borough of Merton, who surveyed the teaching of history, geography and the social sciences to children aged seven to 16.

The group, whose study was financed by the Schools Council, conclude: "School leavers have very little knowledge of public affairs, little interest in them, a poor grasp of social and political concepts and poor reasoning ability of the kind that social and political understanding demands."

They recommend curriculum approaches for seven to nine, nine to 13-year-olds, and 13 to 16-year-olds. They describe approaches to politics and sociology, as well as history and geography, for the first school age range, and define teaching politics as "alerting the children to conflict of interest and values".

From nine to 13, children need materials that encourage them to analyze information and ask questions, they say. At both first and middle school stages, the provision

of a wide range of resources providing chances for first-hand experience and study are essential.

When surveying the older age group, the teachers found that some fourth and fifth year pupils were able to avoid social studies altogether. In many schools dominant history and geography departments could reduce chances for work involving anthropology and sociology, economics and politics.

The Merton group argues that work in politics must start with issues, not with information and description. Much teaching at the moment demands passive copying of information. Instead, work should start with raw data, and fieldwork.

Although they say there should be much more use of talk to explore ideas, the style of work they recommend does not work well in mixed ability teaching groups at high school level.

The New Approach to the Social Studies. Published by The Schools Council. Available from The Adviser for Humanities, London Borough of Merton, Station House, London Road, Morden, Surrey. Price £2 (including postage).



Young Natasha Colton cuts the ribbon to mark the arrival of sponsorship for the school bus at Juniper Hill Combined School, Fackwell Heath, Bucks. On the right is headmaster Mr Alex Ferguson and on the left Mr John Light of Geest Industries, who will maintain the buses.

Newcastle punishment review

Newcastle's education officers are to review how the city's schools deal with discipline after a council decision to retain corporal punishment.

The review is likely to highlight the heavy use of physical punishment - usually beating with a leather "tawse" - in some schools and its virtual absence in others.

"Certainly the issue has not gone away," said Mr Derek Webster, chairman of the education committee which narrowly favoured banning the tawse within the next 12 months but which was overruled in a free vote of the full city council earlier this month.

The Society of Teachers Opposed to Physical Punishment (STOPP) this week described the Labour-led council's decision as "a temporary setback". Mr Tom Scott, STOPP's education secretary, said it was "padding the inevitable". Last year in a nine month period 1,332 pupils, including 82 girls, in 13 schools were hit on the head with a strap according to the authority's

own figures. In one school an average of two children a day were physically punished.

Mr Webster agreed that the Labour group was deeply divided on the issue. In full council there were 40 votes against a ban and 24 in favour; ten Labour councillors were among those against.

But nationally the Labour party was committed to ending corporal punishment in schools and locally Newcastle city Labour Party was similarly committed to abolition, he said.

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, said the voting reflected united opposition from the teachers' organizations, and 80 per cent opposition among parents. "It's a truly democratic and wise decision," he said. However, STOPP claims that the parents' consultation was "a charade" and that some teachers had publicly dissociated themselves from their union's views.

Adult jobless inquiry

A one-year inquiry into the educational needs of the adult unemployed was announced by the Government last week. It will be carried out by the Advisory Council for Adult and Continuing Education (ACACE).

The Council has been asked to concentrate on general educational needs, as specific vocational training is the responsibility of the Manpower Services Commission, and it will focus on the older unemployed, as the problems of 16 to 19 year olds are being considered elsewhere.

It is to report back to the Government by next July on what the needs are, how they are being met, and how provision might be improved and expanded within available resources.

Architecture fears over lack of grants

The Government has told the Architectural Association that, although its diplomas come well up to first degree standard, its students are not to get mandatory grants.

The decision has bitterly disappointed the school, its chairman, Adam Hayward, said. "We seem to have put ourselves right up in

New rules on premises

New regulations, from the Department of Education and Science on school premises have been published and will come into effect on August 1, although existing schools will not have to meet the new standards until 1991. They are the result of the first major review of school premises regulations for over 20 years.

Energy conservation is made a statutory requirement for the first time. Changes concerning playing fields will lead to a slight reduction in the total area required for a school, but should not affect the size of pitches. Changing accommodation will be required in all new or rebuilt schools with pupils aged eight or over, whereas it has only been required for secondary pupils in the past.

The grim national economic picture, he said. "But the decision is not what we expected from the present Government at all."

Staff at the school fear that lack of grants will lead to fewer and fewer pupils applying. In the year just ended, less than a third of its students were British, compared with over three-quarters in 1977.

No false judgments for disabled

by Diane Spencer

Parents, doctors and teachers should never assume, prematurely, that any handicapped young person will never be able to work or benefit from continuing education or vocational training, a report says.

The report, a new consultative document on further education, training and employment opportunities for the handicapped, produced by the National Bureau for Handicapped Students, was launched last week. It emphasizes that the great majority of handicapped people are capable of making a useful contribution to society which the community cannot afford to ignore.

It calls for a fundamental change of attitudes towards the employment potential of the disabled on the part of trade unions as well as employers. "It must not be assumed that because a young person looks unusual he or she must inevitably be incompetent or devoid of normal human skills and value."

The report's recommendations include: ● a government commitment to ensure that all opportunities are available to the handicapped; ● proper coordination of education and training schemes at government level as at present responsibilities for these span several departments; ● more generous grants for disabled students;

● local authorities should plan colleges or adapt them to take physically handicapped students; ● career teachers should be properly trained to help the disabled; ● the Manpower Services Commission should make its rules and provision sufficiently flexible to adapt to the needs of handicapped trainees; ● the trade unions should press their employers to adopt fair practices in employing or training the disabled; ● employers should, as a standard practice, aim to create a working environment conducive to employing the handicapped; ● the CBI should give a positive lead to employers on the principles and practicalities of employing handicapped people.

Further education, training and employment for handicapped people. The National Bureau for Handicapped Students, 40 Brunswick Square, London, WC1. £1.50.

Labour plan 16-plus grant

by Biddy Passmore

Mr Neil Kinnock, Shadow Education Secretary, confirmed this week that Labour's policy document on 16 to 19 provision, now in its final draft, would not demand a nationwide switch from the traditional sixth form to tertiary colleges.

Proposing tertiary colleges for all 16 to 19-year-olds would, he said, be absolutely ignoring the reality of provision and inviting derision from everyone who has to provide for this age group, especially at a time of "limited resources".

Mr Kinnock was speaking at the annual conference of the Association for Liberal Education at Nottingham University on Monday. He said this discussion document would propose a new law giving all young people over 16 the right to a third stage of education with the guarantee of a maintenance allowance while they took it.

"If we try to impose with a spray gun some kind of tertiary system, it will lead to alienation and uproar, as when non-selective secondary education was imposed without adequate resources, preparation or training."

Labour's discussion document will be published in October. The Education Subcommittee of the NEC will meet next Tuesday to discuss its final draft.

Australia/Bill Purvis

Shock survey shows few parents want to be involved

SYDNEY: A survey of parents of high school pupils has revealed that 80 per cent of the parents do not want to be involved in their children's education.

The survey, commissioned by the Federal Government, asked the parents of 690 high school students about their attitudes to education.

The answers produced some startling results for education department and teachers who make consistent and often expensive efforts to involve parents.

Only 20 per cent of the parents said they wanted to be involved; and only four per cent said they went to meetings of parents and citizens associations at their children's schools.

A staggering 15 per cent admitted they did not know what such associations were - although the survey found that most of these parents were migrants with a limited command of English.

The man responsible for compiling the report Dr Phil Meade, contrasted the Australian parents' lack of interest with the zeal of parents in the United States.

Dr Meade, head of the education

studies division at a college of advanced education in Brisbane, who has worked at the University of California, Los Angeles, said parents in Australia were no doubt influenced by the history of non-participation and non-partnership between the schools and the community.

Unlike the United States, education has never been a local responsibility, but has always been controlled by centralized education departments based in capital cities, often distant from many rural communities.

Dr Meade said historically schools were places where outsiders were not made to feel welcome; he contrasted this with the United States where people use school facilities at weekends and holidays and get to be familiar with the surroundings.

In recent years all state education departments have mounted campaigns to encourage parents to participate in their local school activities, setting aside open days and making school facilities available for parents and citizens meetings.

It seems however that the long tradition of apathy and inactivity still exerts a powerful influence.

Conference planned to tackle sex bias in classroom maths

SYDNEY: The continuing problem of the male domination of Australian mathematics teaching is to be tackled by a Sydney conference next month.

Statistics on female candidates in the Higher School Certificate show that girls are outnumbered about five to one in this equivalent of English A levels, although there are now slightly more female candidates in the lower reaches of the O level equivalent.

The problem was highlighted earlier this year by the Senate committee on education and the arts, which surveyed the position and concluded that "women in particular were inadequately trained to teach mathematics".

The New South Wales minister for education had, coincidentally, already announced a conference entitled "expanding the options - girls, mathematics and employment" to be held at Sydney University in August.

The Australia Teachers' Federation has urged classroom teachers, especially female primary teachers, to enrol for the conference "in droves" so that the experience and the problems of the classroom will not be subverted by discussion centred on tertiary institutions and education departments.

According to *The YES* (July 3) English girls show the same propensity as Australian girls for doing well in primary school maths and for faltering on entering secondary education.

This is one of the topics certain to be discussed at next month's conference in Sydney - and someone may even be able to suggest an answer to the problem.

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Youth job schemes fail

Barbara Casassus on the employment programmes that have shown no results, and on the massive problem that France's new minister has to tackle

PARIS: Employment prospects for young people in France have not improved in spite of government incentives to encourage firms to recruit under 26-year-olds with little or no working experience.

The measures have created no jobs since they were introduced four years ago, academic qualifications are losing value and young women (whether qualified or not) have increasing difficulty in securing employment. These are the dismal conclusions drawn by the National Institute of Statistics and Economic Studies (INSEE) in its latest issue of *Economy and Statistics*.

The data in the report go only to 1979 but indicate clearly the problems of the transition from school to work which confront the new socialist government.

As the level of education and training has risen sharply in the past decade firms have tended to employ more and more qualified young people, with the result that many of the hold posts beneath their capabilities.

Time has been too short for the new government to initiate sweeping changes in the existing programme, in order to help this year's school



Marcel Rigout: new man in charge

leavers entering the job market, although some observers wonder why no firm proposal has been worked out earlier, considering that employment was such a major election issue.

However the incentives and conditions for the next year remain virtually the same, with only a few minor modifications even though the target is ambitious - the employment of 625,000 young people by the beginning of the next school year at a cost to the state of about £70 million.

Greater emphasis will be placed on the quality and length of training, especially for those with no qualifications, more places will be open to women, and greater control will be exercised by the National Employment Agency in order to cut out abuses and to monitor the benefits of the scheme.

There are six categories of recruit-

ment offering various financial incentives and a guaranteed term of employment, generally of at least a year.

For example, 50 per cent of the social security charges paid by the firm is waived for under 26-year-olds who left school up to two years previously; artisan firms receive a £200 subsidy for each first-time job holder they employ; firms pay no social security charges for apprentices up to 20 years old; for combined work training contracts the states pay less of some £4 an hour for an average of 440 hours of tuition a year; for the job training the state pays most of the wages and all the social security charges.

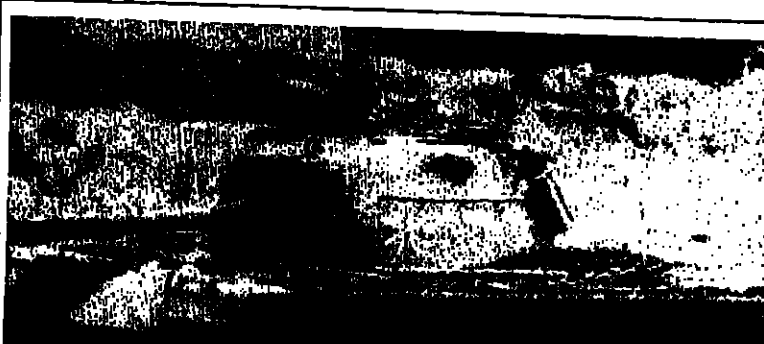
The last category has been reduced considerably as it was widely criticized for providing almost free manpower to firms which in some cases taught the employees nothing.

Although there have been no important new initiatives for helping young people in their search for employment over the next year, an entirely new programme could be introduced in September 1982.

Proposals for improving the conditions for 16-21-year-olds starting their working life should be submitted to Vocational Training Minister M. Marcel Rigout in the autumn.

Until now the scheme for employment of the young has come under the aegis of the Labour Ministry, but in future will be the responsibility of the new Vocational Training Ministry (YES, July 3). Each of the two ministries' specific responsibilities in the closely linked spheres of work and training should be defined within the next few weeks.

Paris Diary, PA



Dropping birthrate worries army

West Germany/David Dungworth

'Drastic' conscription plan urged by defence chiefs

Drastic measures are envisaged by the West German Ministry of Defence to offset the expected shortfall in the number of young men available for national service in the second half of this decade.

From 1986 onwards all men up to the peacetime age limit of 28 will be liable for conscription, including married men with children. In recent years, fathers and men over the age of 24 have not been called up, as it has been possible to maintain the strength of the armed forces without them.

The disclosure was made following a report in a Sunday newspaper claiming that the Government was planning to extend compulsory military service to young women and to the children born to immigrant workers in the Federal Republic.

A ministry spokesman denied the allegations, but admitted that the Government was considering ways of allowing women to serve in non-combatant units of the armed forces as volunteers. This proposal has the support of the Christian Democrats and of groups campaigning for women's rights.

He also pointed out that the granting of West German citizenship to immigrant children born in the Federal Republic, which is now being advocated by many Social Democrat and Christian Democrat politicians would automatically make them liable for conscription.

Such changes could only be implemented by Act of Parliament. Even these measures, however, are in themselves unlikely to enable West Germany to fulfil her NATO commitment to maintain 12 fully-equipped army divisions from 1987

onwards, owing to the decline in the birthrate during the past 15 years. This has been more severe than in any other Western country.

Figures published by the Federal Office of Statistics in Wiesbaden show that in 1980 there were 616,802 live births, an increase of 6.8 per cent over the previous year. But this is still 42 per cent less than the 1964 peak. Thirteen per cent of the children born last year had foreign parents.

Past experience indicates that about 25 per cent of potential conscripts are medically unfit for military service and a further 13 per cent gain exemptions either by entering occupations such as the police or frontier guards, by being recognized as conscientious objectors, or by going to live in West Berlin where the National Service Act does not apply.

Army chiefs of staff have therefore proposed that the duration of the call up should be increased from the present 15 months to 18 months, and that reservists should be recalled more frequently.

A decision, they insist, must be taken during the next session of parliament, otherwise by the early 1990s, only about 150,000 recruits will be forthcoming each year instead of the estimated 200,000 required.

The Federal Government, however, is well aware of the reluctance of young West Germans to undertake national service, and of widespread opposition to any increase in defence expenditure, and prefers to await the submission of possible alternative solutions now being drawn up by the Ministry of Defence.

Wellington Long

Spain/James Connell

Home - to muddle and delay

BILBAO: Over the last few years there has been a steady return flow of emigrants and political refugees to Spain.

The emigrant workers of the 1960s are often victims of redundancy and economic cutbacks in their host countries, while ex-refugees are attracted by the political liberty of the new democracy.

Many of them, born and educated abroad, meet their first stumbling block when they try to have their educational qualifications officially recognized. Conscious of a build-up of foreign-trained graduates demanding entry into the professions the Minister for Universities set up a commission to investigate applications for the conversion of foreign degrees in December, 1980.

Since then, the bureaucratic process has been painfully slow and only 32 of the 730 original applicants have been granted the Spanish equivalent of their qualifications. While awaiting the outcome of their cases the new arrivals, not having access to the already saturated graduate labour market, have been forced to accept menial temporary jobs.

The normal system in force until now demands a *revalida*, a sort of global final examination before a tribunal. To reach this stage, involves the presentation of hefty dossiers, questionnaires and exhaustive evidence of scholastic attainments.

A report is then issued by the joint universities board recommending the candidate for examination.

Establishing criteria and recruiting professors to serve on the examining tribunal is a time-consuming process which can take from six months to a year. Officials blame slow paperwork on the part of the universities who originally granted the degrees and who are meticulously consulted in the screening process.

Those lucky enough to have been educated in countries which are signatories of an international convention of mutual recognition with Spain have their applications processed through diplomatic channels. Approval is then almost automatic and can take as little as 15 days.

The catch is that most of these educational conventions are with South American countries (Mexico and Brazil will soon be added to the list). Italy is the only major European country with which similar agreements exist, but the majority of the graduates applying have been educated in France, Switzerland, West Germany and the UK.

Protests over delays led to the introduction of a revised system in July last year, but the promised speed-up never materialized. Bureaucrats claim that over 500 dossiers were incomplete, thus slowing up their approval.

Problems are caused by foreign qualifications which have no equivalent in Spain - a Swiss diploma in cabinet-making, and a French engineering degree in agricultural machinery are two of the more bizarre examples.

Considering that the present mechanism is designed to aid returning nationals, the prospects for resident foreigners are even tougher, although some recognitions have been conceded.

Entry into the more lucrative professions is jealously guarded by the respective colleges. The equivalent of the Institute of Chartered Secretaries recently grudgingly opened their doors to foreign auditors practising in Spain.

The conditions, however (10 years residence in the country, 15 years in the profession, plus an examination in Spanish financial law) could hardly be described as encouraging.

Congressmen urge revival of cultural links with USSR. Clive Cookson reports.

Russia shows the way on languages

WASHINGTON: Six American Congressmen interested in education have returned from an official trip to the Soviet Union convinced of two things: that educational and cultural exchanges between the United States and Soviet Union - suspended at the beginning of last year after the invasion of Afghanistan - should be resumed, and that the US Government must take active steps to improve language teaching in American schools and colleges.

The group was the first Congressional delegation to visit Moscow during the post-Afghan freeze. The American politicians - three Democrats and three Republicans - met several top officials, including Education Minister Mikhail Prokofiev and Higher Education Minister Vyacheslav Yegutin, who told them how keen the Soviet Government was to bring educational and scientific links back to life.

Democratic representative Paul Simon, the leader of the delegation, said in an interview that he shared the hopes of the Soviet leaders that exchanges would be resumed. "In the best interests of both our countries", Mr Simon, who is chairman of the House of Representatives subcommittee on post-secondary education, said his five fellow travellers shared that view when they returned, though he thought the Republicans might change their minds once they were subject to the political pressures of Washington. "My guess is that I'm expressing a minority opinion in Congress as a whole," he added.

A principal reason for the visit was to look at language teaching in the Soviet Union. Mr Simon is a passionate advocate of government action to remedy what a president's commission in 1979 called "America's scandalous incompetence in foreign language".

William Blakey, counsel of the post-secondary education subcommittee, who accompanied the

Congressmen on their visit to Moscow, said they were very struck by the thoroughness of language training throughout the Soviet educational system. At present children begin to learn a foreign language in either the first or the fourth grade of primary school, according to the Government's educational plans, everyone will start at first grade by 1990.

The emphasis on language continues into higher education. Mr Simon reported, "Virtually all students who graduate from university will have at least minimal competency in two foreign languages," he said. Mr Simon's bill to create a major new programme of government incentives for language training has been co-sponsored by 30 Congressmen, including Republican and Democratic members of the house committee on education and labour.

It would implement some of the recommendations of the 1979 presidential commission on foreign language and international studies, on which he served.

At the elementary and secondary school level, the legislation would authorize the federal Education Department to give states grants to develop model language teaching programmes in their schools. In higher education, the provisions are more ambitious: colleges and universities would receive per-capita grants according to the number of students enrolled in language courses (ranging from \$30 to \$60 per student), and there would be a big additional payment to institutions that made two years' foreign language instruction a condition of graduation.

Prospects for the legislation's passage are not bright, at a time when Congress is helping the Reagan Administration make large cuts in federal education programmes. But Mr Simon expresses optimism: "I include the words 'national security' in the title of the Bill," he explained, "and there is a willingness to spend, money in that area".



Italy/Rita di Giuseppe

Wedding gift row over pupils' cash

WELLINGTON: An invitation to New Zealand schoolchildren to contribute to a wedding present for Prince Charles and Lady Diana Spencer has been condemned by the New Zealand Institute, a national teachers' organization.

However the Minister of Education, Mr Mervyn Williams, has welcomed the idea, which comes from the Mountbatten Memorial New Zealand Trust, and has given his approval for the trust to approach schools.

The proposed present is a book containing the signatures of all New Zealanders who wish the royal couple well and at the same time agree to donate to a trust fund to provide scholarships for New Zealand secondary school pupils to attend the United World Colleges.

The pupils, along with other New Zealanders, will be invited to sign a page of the book and donate to the fund. The Bank of New Zealand will act as a collection depot, for the wedding present and offer pages for signatures from July 20. When full, the book will be bound and sent to Prince Charles and Lady Diana.

The trust chairman, Mr Jim Howden, has defended the project and stressed that no attempt will be made to apply pressure to children. "Since working on the project we have become acutely aware of the impact it may have on schoolchildren. For this reason and because we would like everybody to contribute, we have not set any limit on the amounts people contribute to the fund."

Mr Howden said the idea of the wedding present had been approved by Prince Charles.

Wellington Education Board, which controls 300 primary schools in and around the capital and the top portion of the South Island, is treating the plan with caution.

Following a meeting last week, the board has requested school principals to consult with school committees before involving their pupils in the project. The board's concern is largely a matter of timing. The trust appeal comes in the wake of a national appeal for disabled people.

Much of the money raised was from school-based initiatives and individual projects conducted by school children.

Italy/Rita di Giuseppe

Annual exam chaos points to urgent need for reform

VERONA: More than 40,000 teachers divided into about 6,000 commissions throughout Italy are in the process of grinding 350,000 candidates through the written and oral upper-secondary school leaving exams.

Otherwise known as *La Maturita* and costing the state approximately £1m every year, these exams, according to the opinion of the examiners themselves, have had their day.

"A nightmare," say the students; "a bother," say the parents. For the Italian school system, they are its biggest annual public headache. Prescribed by the constitution, the leaving exams are expected to produce a series of evaluations of the student. These vary from an assessment of general intellectual capacity to specific technical skills, and critical and linguistic ability. This "last judgement" is based on both written and oral exams. The subject of one of the oral exams is made public only the day before the individual student is called, which means that the candidate must prepare indiscriminately for all the possible subjects which might be chosen. Though this may not seem a heavy work load for final exams, the students in a frenzy of cramming, seem inevitably to awake at the dawn of oral-day with

serious nervous disorders. The cumbersome exam system is under fire from teachers. One of their more serious objections is to the requirement for outside commissioners, which provokes last-minute mass-defections of teachers who are reluctant to accept transfers to out-of-town commissions.

They rightly claim that the *per diem* of about £15 is inadequate unless a teacher is hosted by friends or relatives in their transfer city.

With monotonous regularity school administrations each year have to hunt for willing victims (at times altogether unqualified) to substitute for approximately half of the defecting examiners. A not uncommon practice is to recruit officers from the armed forces, especially to substitute teachers of technical subjects such as electronics.

The much-needed and long-awaited upper-secondary school reform, however, could very well change the face of all this.

Coming up for debate this summer and autumn, the Italian parliamentary commission for public education will be examining a wealth of proposals, concrete, contradictory and blatantly demagogic, in an attempt to unify and streamline Italy's upper-secondary schools.

Sri Lanka/D. B. Udalgama

Hotel bar aims to shield boys

COLOMBO: The Government of Sri Lanka has reacted quickly to reports of a growing level of boy prostitution in the country by imposing a ban on under-18s entering tourist hotels except in the company of parents or guardians.

Legislation is also being drafted to be tabled in parliament soon, making a tourist found guilty of a homosexual offence liable to a fine or 18 months in jail. A tourist found in the company of a young man will be presumed guilty of an offence if no satisfactory explanation is given.

The chairman of the state-sponsored tourist board, Mr H. P. Siriwardhana, said that he had visited some of the hotels reported to be involved in prostitution activities and found that the reports were correct. But he estimated that of more than 300,000 visitors to the island, probably not more than 500-600 were involved.

A Swiss national, suspected of homosexual activities, was recently asked to leave the island, and the police are investigating a Colombo hotel booking made by an American soldier in response to an advertisement in a gay magazine.

Advertisements appearing in specialized foreign journals speak of "handsome boys who are easy to get on with", and name hotels.

Travel

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Letters

What micro computer buyers should consider

Sir, - In her guide for purchasers of micro computers (June 26) Ms Hennessy spent much time dismissing the Acorn Atom which does not in fact qualify for subsidy from the Department of Industry scheme. She sensibly suspends judgment on the BBC micro computer (whose purchase is to be subsidized), until it can be evaluated in the classroom, but has no such reservations about Apple III and Commodore VIC, but then they are American machines! What a pity she did not consult those with the most experience in this area: although she quotes the example of ILEA in standardizing on the RML380Z, as far as I can discover she has not bothered to discuss with us our experience, extending over nearly three years. If she is inhibited from approaching ILEA, I am sure other authorities such as Birmingham, Berkshire or Hertfordshire would help.

The main weakness of her article, however, was its failure to say what schools are going to do with their micro computers. In Inner London Education Authority, while a minority may study computer science, we wish that the vast majority of children will have experience of using a micro computer as a tool for the processing of information. This may take a number of forms, ranging from individual or group computer assisted learning across information retrieval to automatic control of simple processes, and this seems possible right across the curriculum. Even with a manifold reduction in the cost of equipment it will not be economically possible even if it were desirable, to contemplate much individual use of the equipment, so the main thrust of development must be for the production of robust software for use with groups of children. Very little of this exists: less in the United States than here.

What then are our requirements for equipment and backup? I would add to Ms Hennessy's equipment list a requirement for high reliability and for good quality high resolution graphics and colour, and reasonable prospects of compatibility with what technology is likely to produce in the near future. It should also be mentioned that cassette tape systems are not suitable for many classroom applications.

As to backup, as well as technical help and maintenance, there is a considerable need for widespread in-service training in professional support for software production. Whether local dealers or i.e.a. based maintenance are the best way of providing the hardware support is a matter for debate, but it should be remembered that there has been serious casualties among the dealer

networks and the customer can easily be left high and dry. Without substantial i.e.a. backing for in-service training and subsequent software development, involvement of pupils in the use of micro-technology beyond the narrow confines of computer studies or computer science is not likely to occur.

The only respect in which the 380Z and its new companion the 480Z does not fully satisfy our overall requirements is in its lack of portability, but all makes currently available suffer from this once they are expanded to a full specification. We believe that it is a mistake to waste resources on equipment which, though cheap at the entry point, cannot adequately be expanded to perform the range of applications we require and of the quality we demand.

D. M. ESTERSON,
Staff Inspector for Computer Education,
ILEA.

Sir, - It is hard to know where to begin commenting on Ms Hennessy's article on government recommended computers since it contains so many misleading statements and begged questions.

Ms Hennessy seems to be under the impression that the BBC machine, which has been recommended for use in schools, is a version of the Acorn Atom. This is not the case. The BBC equipment is a development of an entirely new microcomputer.

Ms Hennessy goes on to mention four further desirable requirements for schools equipment: local dealer support, an advisory service, a software library, and a detailed and clear user manual. On all four points the BBC system will go a long way towards satisfying these needs.

Ms Hennessy refers to "considerable controversy and dismay from the educational users of microcomputers". We have published the hardware and software specifications of the BBC Microcomputer System, and the response from those educational users who, unlike Ms Hennessy, have read it, has been enthusiastic.

Ms Hennessy criticizes a number of characteristics of the Acorn Atom, but her comments are irrelevant since they do not apply to the BBC machine.

Ms Hennessy's references to price are extremely confusing. The price of £260 for the package being offered to schools under the DoI scheme includes: the basic model of the BBC microcomputer, a cassette recorder, and a VDU. In comparing this figure to the Atom prices quoted, she is not comparing like with like.

Prices for BBC equipment not bought under the DoI scheme range from £235 for the basic machine, up to, say, £1400 for an enhanced machine, with an extra 64k of RAM, a double disk drive, a network interface, and a teletext receiver. The machine can be used with a range of printers.

I do not wish to comment on the Hennessy's remarks about the RML 380Z, or about the other machines she mentions. It is striking though, how little space she devotes to detailed descriptions of the two American machines she recommends. Indeed it is very difficult for the layman to do more than accept or reject Ms Hennessy's views, since she supports them with so little real evidence.

Ms Hennessy concludes the article by making the extraordinary statement that "the adoption of a 'buy British' policy is detrimental to the long-term prospects of our own microcomputer industry". Our view, having taken a good deal of advice from educational users, is that, leaving aside any subsidy, there are a number of all-British microcomputers which are at least as good value as anything being produced in the United States. Schools must, of course, judge for themselves, but Ms Hennessy's article will be very little help to them.

JOHN RADCLIFFE,
Executive producer,
BBC Continuing Education,
Television.

Sir, - The article about microcomputers for schools (June 26) strongly advocates American machines. I believe it does little justice to the excellent British machines available.

I am, of course, partial. My own product, the ZX81, is dismissed in five lines as being unsuitable for lack of a printer. Knowing of the importance of the printer for schools, we have gone to the trouble of developing our own which, like our computer, is technically a world leader, and far less expensive than any competitor anywhere as it will sell for only £50 when launched next month and it has full character and graphics capability.

The ZX81 is, quite simply, the world's best selling computer and I do mean the world's. No American or Japanese machine approaches it in volume of production, and this in spite of the fact that it was only launched in March of this year. Its predecessor, the ZX80, is one of the best selling computers in the United States (the ZX81 will be launched there next month).

We are technically very far ahead of any of the American or Japanese computers and, indeed, we could hardly have achieved our success were this not so.

While I would resist a chauvinist approach to computer purchasing, this country has a thriving indigenous personal computer industry which merits the custom of our schools and colleges.

CLIVE SINCLAIR,
Sinclair Research,
6 King's Parade,
Cambridge.

Sir, - It is unfortunate that so much public squabbling should have arisen from the Department of Industry's initiative in supporting micro-computer purchase for schools. Articles of the type by A. K. Hennessy can only exacerbate the situation in that it demands a reply.

PETER W. SMITH,
Birmingham Educational Computing Centre,
Camp Hill,
Stratford Road,
Birmingham.

History about art
Sir, - While I much appreciated Peter Dormer's account (Art Extra, July 3) of our efforts at the Institute of Education to encourage the teaching of history of art in secondary schools, I feel that some qualifying observations are necessary. To begin with, we are interested in history of art not as an isolated subject but as part of the whole matter

of the appraisal of art as an enrichment of general education: in an interlocking of pupils' critical power, aesthetic awareness and historical understanding.

Peter Dormer refers to the conference held at the Institute of Education in November 1980 as "the first history of art in schools conference". The first, nor has it been the most recent. Readers should know that

it would be easy to disagree with Ms Hennessy but what is needed in this debate is true representation of the facts. The article contained many inaccuracies and appeared badly researched; her conclusions and judgments must be weighed against these errors. Consider the following:

1. The DoI is supporting the purchase of the Acorn/BBC micro-computer and NOT the Acorn Atom; the cost will include a video monitor.

2. While agreeing that the BBC microcomputer will need evaluation, the same criterion must also be applied to the Apple III and the Commodore VIC.

3. The RML machine selected is a 32K double-sided twin disc version with high resolution graphics and the price of £1,680 includes, among other things, video monitor, a printer interface and a sophisticated text editor and manual.

4. To criticize RML for lack of dealer support is irrelevant as their computers can only be purchased directly. There is, however, a technical support team available by telephone during office hours. Furthermore, the RML User Group, an independent body, is active nationally and expends much energy assisting users at all levels.

5. A printer will cost "a minimum of £300" no matter what micro-computer is purchased (with exception of the Sinclair ZX81) so should not be included arbitrarily when making price comparisons.

6. A differentiation must be made between applications software and systems software. The systems software for the RML 380Z is extensive (BASIC, text editor/for-matter, assembler, ALGOL, FORTRAN and COBOL with FASCAL available shortly) and as it is a CPM based machine many other sources of software are available. It has been said that there are not even one hundred good educational programs available in the UK for all micro-computers put together. Furthermore, this aspect is so important that it is worthy of a further detailed and informed survey.

7. The PET micro-computer has many quirks which may make it unsuitable for the "first-time" school user. For example, with the lower case model, in lower case mode, if either the space bar or the return key are pressed while holding down the shift key the "correct" activity takes place on the screen but the BASIC interpreter does not recognize either key! This is only one example from many such.

8. Experience working with many different makes of micro-computer has led me to the general conclusion that in this field, as in many others, one tends to get what one pays for - Quid pro quid.

In conclusion, I must repeat, that this sort of public debate is unfortunate and unnecessary but informed opinion must be seen to be informed and *The TES* has a responsibility to its lay readers to ensure that this is so.

PETER W. SMITH,
Birmingham Educational Computing Centre,
Camp Hill,
Stratford Road,
Birmingham.

of the appraisal of art as an enrichment of general education: in an interlocking of pupils' critical power, aesthetic awareness and historical understanding.

interest in the subject is very wide spread: in the last few years there have been to my knowledge conferences on history of art in schools at the Universities of Essex, Manchester and Reading; attendance at the London conference (350 delegates) exceeded all expectations; a further important session took place at the Institute of Education in April 1981 as part of the annual conference of the Association of Art Historians and I myself have in recent months been invited to speak on the subject to teachers in Cardiff and in Nottingham. I am especially concerned to draw attention to these events, since it has been difficult hitherto to persuade the educational press of the scale and the seriousness of this interest.

I regret that the Association of Art Historians received no media in Mr Dormer's article. The association - despite its perhaps slightly intimidating title - is anything but exclusive. One of the advantages of membership is the opportunity for teachers from all levels of education to meet and exchange ideas. The association has been energetic in promoting an awareness of the potential of history of art in secondary education, and one of the outcomes of its latest conference has been the setting up of a special sub-committee on history of art in schools.

The encouragement of proper curricula and much needed literature and other study materials for schools will be central to the work of the sub-committee, which draws its membership from universities, polytechnics, schools of art and secondary schools.

TONY DYSON,
Department of Art and Design,
University of London Institute of Education,
Bedford Way,
London WC1.

Nursery focal point
Sir, - In the past few weeks there has been regular correspondence in *The TES* following the publication of the National Children's Bureau's report, *Combined Nursery Centres*. The book deliberately stresses the problems found in the initial stages of four nursery centres. The more sensational problems of staff relationships between teacher and nursery nurse have been highlighted in some of the correspondence and the seminar reports. I think that everyone who works in a centre would admit that there are problems at the beginning. In organizing and working in a new environment which combines what has been two traditionally separate types of provision. It takes time for a cohesive and integrated unit to develop, to accept and appreciate one another's skills and experience and qualification.

But nursery centres provide more than just a combined day nursery and nursery school. Many run by libraries, mother and toddler clubs, facilities for child-minders and child welfare clinics. They try to be a focal point for children, their families and the community.

The National Association of Nursery Centres was formed in 1979, resulting from an ad hoc group of head teachers and matrons who met twice yearly from 1974. Membership is open to everyone who works in a nursery centre. One of the aims of the association is to give mutual support to staff of nursery centres and at the annual conference in Nottingham in 1980 this was found to be of benefit to many members who do not have the opportunity to meet staff from other centres. The next conference is on October 10, 1981 at the Open University, Milton Keynes.

L. METCALFE,
Hon. Secretary,
National Association of Nursery Centres.

Treaty of Versailles map reference

Sir, - The Associated Examining Board would like to offer the following comments on the Aristides article (July 3) based upon a letter from Mr K.J. Mitchell of The Manor School, Cambridge, relating to the board's history O level World Affairs question paper.

It was necessary to use "a fascinating variety of shadings" on the map in order to show a variety of areas. Since these were clearly labelled as areas A, B, C and so on and since candidates were asked to name the areas, a key was superfluous. However, the board does accept that the presentation of certain details on the map could have been improved: the Kiel Canal should have been labelled or omitted, while the thick line forming the border of the map should not have "stopped abruptly". Despite these minor flaws, the map did clearly locate the important features. Certainly, the answers received do not indicate that the candidates were misled and, indeed, they have on the whole performed better on this question than on others.

The map was adapted from one included in a popular textbook, first published in 1974. In which reference is made to the plebiscites held in the Allenstein and Marienwerder districts of East Prussia. While it is true that few candidates named either of these districts, very many did identify East Prussia and were fully credited.

The various topics included in the question on the League of Nations are not "trivial" but do throw light on the problems encountered and the solutions attempted during the early history of the League. Besides the topics listed by Mr Mitchell, the dis-

pute between Greece and Bulgaria and the invasion of Abyssinia were included. Manchuria was excluded because that topic appeared in another question on the paper.

A teachers' conference was held in Birmingham recently at the request of teachers so that they could have a wide-ranging discussion of all aspects of this particular syllabus. It was not arranged for the reason suggested by Mr Mitchell, namely, to "defend" what he regards as "aberrations" in previous question papers. The chief examiner has no recollection of the particular words attributed to him at the conference but if the suggestion is that the adult mind is far better equipped for, and suited to, the serious study of history than that of a 16-year-old, it can hardly be claimed as an original point of view.

Examining boards do appreciate the importance of receiving feedback of teachers' views on question papers and formal procedures do exist for registering comments. The AEB welcomes such comments and teachers have the choice either of contacting the board directly or of writing to the standing joint committee of the four major teachers' associations. This body annually submits a formal report to the board and receives an official reply. Copies of both are circulated to all AEB centres and further copies are available from its publications department.

BERNARD HOYLE
for the Secretary General to the Associated Examining Board for the General Certificate of Education,
Wellington House,
Aldershot,
Hampshire.

Young engineer

Sir, - We were pleased to see Andrew Davies (July 3 *TES*) but a little disturbed at the inaccuracy of the caption to the fine photograph.

Andrew has won the South Eastern Regional Finals of the "Young Engineer for Britain 1981" competition - individual class.

Our school is not in Whitney, Oxfordshire. Andrew will compete in the finals of this competition at Wembley Conference Centre on the 14, 15, and 16 September.

We would be grateful if you would correct these errors.
RICHARD BIRD,
King Edwards School,
Witley,
Godalming, Surrey.

Vow fulfilled

Sir, - Three years ago I vowed in your correspondence columns that I would publicly disown any censored version of the report of the Education for a Multiracial Society project which the Schools Council elected to publish. As the council has just published precisely such a version, I should be grateful for the opportunity to fulfil the promise made then.

Unfortunately, I was out of the country when my former colleagues issued a press release disowning themselves from the Schools Council's travesty of our work. To forestall any possible confusion, I should like to make it clear that they spoke for me too.

ROB JEFFCOATE,
Former project team member,
Schools Council project:
Education for a Multiracial Society.

Primary maths

Sir, - *The TES* of June 12 incorrectly states that the second APU primary maths report found that children in big classes did better at maths. It is unfortunate that John Gray's opening paragraphs in his article on the relationship between class size and pupil performance (July 3) appear to give credence to this misreporting.

Later in his article Dr Gray did give the correct APU maths survey findings, which relate to pupil teacher ratio, but immediately switched back to a discussion of class size as if the two variables are synonymous.

Pupil/teacher ratio is a school variable not a pupil variable. In order to evaluate its effect fully controls not available in the APU maths surveys would be required. For example, it

would be necessary to know achievement levels throughout a school not just at age 10-plus which was the age group sampled. A proper evaluation of the relationship found would also need to look at the ways in which schools deploy their available staff.

In linking the APU findings with the class size research, John Gray did not refer to the school variable controls that were available and employed in the maths surveys. These related to school location (metropolitan/non-metropolitan i.e.a.s.), size of 10-plus age group and affluence of the schools' catchment areas (as measured by the percentage of pupils taking free school meals). As stated in the APU report, the last of these reduced the differences in maths performance in the pupil teacher ratio bands but not sufficiently to explain them. The other variables had no effect.

I would certainly support John Gray's contention that press and politicians should pay closer attention to the qualifications researchers append to their findings but they will not be encouraged to do so by the confusing and selective presentation of APU results given in the context of an article on class size.

DEREK FOXMAN,
Principal Research Officer,
Maths Monitoring Project,
National Foundation for Educational Research in England and Wales.

BEd kudos

Sir, - The old style BEd has much to commend it although I doubt if the evidence presented by Alison Shrubsole, Principle of Homerton College (June 26) is as telling as it sounds. (What she does not stress is that entry to her college is highly selective on the academic side and the caché of a Cambridge BEd makes her college's ex-students special cases. I, as one of the people privileged to teach many of the graduates she mentions, found the quality of the work and the capacity for sustained effort was usually impressive.)

I also observed how these students fared in competition for first appointments with graduates from other universities and many openly stated that the kudos of a Cambridge BEd weighed very heavily in their favour. So the evidence is not as representative as it seems on the surface.

COLIN R. RICHES,
Lecturer in the faculty of educational studies,
The Open University,
Walton Hall,
Milton Keynes.

Van Gogh School the class of '81

Sir, - I was fascinated to read the map question entered by Mr Mitchell, head of history at Manor school Cambridge. The more so as I had just finished marking nearly 300 attempts at answering it on this year's AEB 'O' history paper.

What really amazed me were his statements that:

1. the map was unusual;
2. a university don couldn't answer it;
3. neither he nor his history department could answer it; and
4. he couldn't find a book printed since 1936 that contained it.

Obviously, I am not allowed to discuss the contents of examination papers but I can reassure Mr Mitchell that I have just come across several hundred 16-year-olds who clearly know a good deal more about the treaty of Versailles than he does. Possibly this is because their teachers, unlike Mr Mitchell, know of and use Jack Watson's *Success in Twentieth Century World Affairs*. The map in question is on page 18 of the book, which was first published in 1974. Incidentally, Allenstein was also referred to as East Prussia.

It's very regrettable that funds for text books are so scarce that an entire history department should not have heard of the standard text book for a very popular syllabus. One can only hope they are not trying to teach it.

HUGH JONES,
18 Deane Close,
Alderbury,
Nr Banbury, Oxon.

Centre point

Sir, - I write with reference to the item (June 26) under the heading "Careers centres, a new guide". Readers are advised to apply to this organization for additional copies of the resource centre list.

We would wish readers to know that COIC at the Pennine Centre, 20-22 Hawley Street, Sheffield S1 3GA published the list in the May edition of *Newscheck* and that further copies can be obtained free by sending an a.s.c. to the distribution department at that address.

We were sorry that COIC did not receive a mention in the *TES* notice. The availability of space and free additional copies has become known to us since the *TES* correspondent spoke with me.

BERYL FAWCETT,
National Institute for Careers Education and Counselling,
Bayfordbury House,
Lower Hatfield Road,
Hertford.

Literary lions

Sir, - In saying that for the next 20 years the Chinese should be influenced by English literature, not American (June 26), was Mr Peter Newsum stating a personal preference, committing himself to an ideology, or merely expressing an unpalatable bit of xenophobic snobbery that has little to do with the merits of either English or American literature?

That the Chinese ought to read Shakespeare with the rest of the world is highly desirable. That Swift and Pope, Dr Johnson and George Eliot have more to offer the Chinese soul than Emerson, Melville, Faulkner or E. C. P. Snow now should be preferred to one by Saul Bellow seems indefensible on grounds of literary merit.

Will Chinese students by reading English rather than American books learn to think and speak in a British mode? If the act of donating libraries is politically motivated towards a political goal, then both England's and America's literary heritage are debased in petty nationalistic rivalries.

The reading of literature is a humanizing activity beyond patriotic prejudice and cultural myopia.

THERESA FITZGIBBON,
University of London
Institute of Education,
2 Bedford Place,
London WC1.

Van Gogh School the class of '81



If you're the kind of person who can never take a turn around an art gallery without being smitten by the desire to rush out, buy paints and canvas and run up a masterpiece yourself, then go to Amsterdam. In the Vincent Van Gogh Museum, you don't even have to leave the premises.

Any day of the week, keen novices and average amateur painters - be they tourists, business people, secretaries or housewives - can wander into the fine arts workshop at the Van Gogh and, for a nominal fee, pick up a pack containing paint, brush and paper (or pencil, crayons and paper) and set to at the nearest easel.

Ursula de Boer, founder of the workshop and one of the teachers on rota, says Americans and children are the least inhibited. Europeans are the worst at letting themselves go. "But everyone benefits. It's an idea that shows just how much the Dutch people care about art. Here, under expert guidance, anyone can find out for themselves what it means to experiment with colour, form and materials".

The Van Gogh Museum is a pleasant contrast to the brooding Rijksmuseum, which houses the most comprehensive collection of old Dutch masters. The Van Gogh is small, bright and modern with huge windows allowing the natural light to illuminate the vivid views or Arles, the tortured cornfields, the twisted olive trees and the frenetic southern landscapes of this famous Dutch impressionist who spent the best part of his painting life outside Holland.

The workshop came into being as part of a deal suggested by Van Gogh's nephew to the Dutch government when, in the early Seventies he offered to hand over his entire art collection, including 200 paintings and 500 drawings by his uncle, if a museum could be built to house it.

The Museum was completed in 1973, with the workshop incorporated - just before Van Gogh's nephew died. He would no doubt be gratified today to know how successful it has turned out.

In eight years it has expanded to include formal courses in photography, etching and silk-screening as well as standard courses in drawing and painting. The cost is very reasonable - about 130 guilders (£25) for a week's drawing course and 250

guilders (£48) for the same in painting. Both include meals and are held in the summer.

But drop-ins are welcome at the workshop all year round, to have a go for an hour or two, perhaps painting or drawing the strategically placed bunches of flowers or bowls of fruit - or sometimes a live model.

According to Ursula de Boer, there were no teachers for these casual classes at the beginning, but it was soon obvious that the inexperienced wanted guidance. "So now there's a teacher present all the time".

In Holland, art has never been the preserve of the rich, the church or the intellectuals. It has always been for the people. Down the centuries, the butcher, the baker and honest burgher have bought and enjoyed paintings as a matter of course.

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Announcements

STUDY VISIT TO THE USSR

7-16 October 1981

Written applications are invited from teachers with a special interest in music or physical education to take part in this 10 day provision in these cities. It is hoped that the programme will include visits to nursery and primary establishments, secondary schools (with particular emphasis on music and P.E.), teacher training, vocational and adult education may also be included in the programme. All applicants should be qualified teachers currently employed full-time in the UK education service.

Cost: approximately £185

Talkback

The irrelevant timetable

I have just completed next year's timetable for a group 10 mixed comprehensive school with a roll of 870 children.

It is neat. The lower school curriculum is a nice blend of the liberal, traditional and progressive. There is sufficient flexibility for departments to organize their teaching according to departmental strengths and beliefs. The fourth and fifth year options have a DES-approved sufficiency of common core, and time allocation and distribution has miraculously secured the approval of heads of departments.

By combining upper and lower sixth for part of the time in certain subjects and a judicious compund of RSA, O and A level, we have viable sixth form groups. So experienced teachers are not over-burdened, nor teaching over-large classes lower down the school.

The one-year sixth are catered for with a mixture of CSE and O level results. RSA examinations and three CEE courses. There is an equitable distribution of non-teaching time. There have been few complaints and those that have been alleviated, and an encouraging number of compliments from colleagues.

The task, which has taken many hours of planning, negotiation and thinking, is now complete; and I am left with a profound feeling of dissatisfaction!

Out of 28 possible subject areas in next year's fourth and fifth year curriculum only two do not lead to an external examination. To use unemployment as a means of harrasing young people into pursuing courses at the end of which, even if they are successful, they will get largely meaningless pieces of paper, is a confidence trick of staggering inappropriety.

For the first time during my teaching career, teachers can count on the most unlikely parental backing for the application of the adolescent nose to an academic grindstone. The effect of this, together with the DES's desire to have tighter control of the curriculum, which in turn strengthens the grip of i.e.a. officers on the internal organization of individual schools, will be to stifle response to the real needs of the eighties and nineties.

Closer and more effective control of the school curriculum would have been welcome during the days of full employment. But at that time, when teachers needed the support of parents, of local authorities, of the DES itself, to persuade their pupils that what went on in schools really did have a relevance to employment, those agencies were conspicuous by

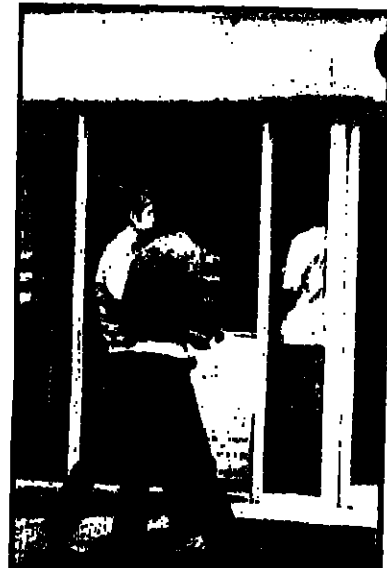
their absence, or their busy-ness on trivia.

Now, when more than at any other time since the 1944 Education Act schools should be free to develop a curriculum to enable their pupils to cope with unemployment, is the very time that the DES, the i.e.a.s and parents are encumbering us with "support".

The final irony is that in the one-year sixth - that part of the school's population which is increasing - curricula developments are taking place which are hopeful. It is ironic, because more and more i.e.a.s are coming to the conclusion that the sooner the six formers are herded into tertiary transit camps, the better for the local economy.

Thus the very pupils who are benefiting and "catching" life-long interests, instead of being "taught" to acquire certificates, will be discouraged from any post 16 education. How many one-year sixth formers will enrol among strange men, new faces, other minds - for two and a half terms?

It is the one-year sixth part of the timetable I have just completed which can bear some analysis in the light of 1981 reality. We offer repeat O levels, which are admittedly unproductive; but we do introduce another O level subject, CEE courses in English, social science and political sci-



Youth unemployment: what use are all those exam certificates now?

dies and RSA Diploma courses in secretarial studies and business studies.

Associated with the latter are endorsements in shorthand and type-writing, and these subjects can be taken independently of the diploma. A half day during the week is devoted to community studies, which means a thorough involvement in society at large, with no examination.

But why should CEE and RSA courses be exonerated from charges of futile and creeping credentialism? The CEE, tacked on as an afterthought to CSE, really has created some of the most sensible syllabuses for young people in recent years. The continuous assessment element incorporated into CSE modes works much more effectively over the shorter period of CEE (two and a half terms), and also because of the subtle changes which turn reluctant fifth formers into voluntary students.

The social science CEE has a 40 per cent research element, and part of political studies is a project on the local authority. More than at CSE, O or even A level, CEE students demonstrate a healthier interest in the subject, and a corresponding lower concern with "getting through the examination". Yet these are the syllabuses most in danger.

When I look at young people of 16, 17 and 18 years of age in school and wonder how they will cope with being unemployed, the timetable begins to look very silly. In nearly every case those who will cope best are those who have interests, and engage in activities, to which the school's contribution has been negligible or, much more often, all.

The writer is deputy head of a comprehensive school.

Building confidence

Liz Fincham

Delight and hard work are the salient features of preparing adults for O level English. Some need O levels to embark on careers, others to gain promotion, yet others for their own satisfaction.

Typical comments include: "My husband says I never remember anything", "I'm keeping my daughter company while she's studying", and "For years I've written nothing but shopping lists." The group is exciting because many have not had any formal education for years.

Worried by practicalities such as venue and use of rough paper, these students also worry whether the questions will be geared to 16 year olds. When convinced they too can tackle essays, amazing talents are unleashed. "My childhood" can produce stream of consciousness prose with a lovely innocent quality.

Secretly they are flattered that anyone wants to listen to them after years of taking the back-seat in the family's needs. The essay question which at first daunts many - "I haven't anything worth saying" - often becomes their favourite topic. With wide experiences of life, their views on educational reforms or advertising are interesting, as they reflect deeply-held convictions. I'm thrilled when students, who

begin in September by shyly sitting round, inhibited by the social conventions of polite behaviour, start hurling abuse at one another by December denouncing spurious arguments with the undisguised relish of the recently liberated.

Comprehension questions lead to considering reading as a tool, using thorough reading or skim reading as appropriate. This helps students speed up their general reading, and aids them in retaining important information, both useful skills.

The informality of modern business letters shocks those schooled in the Civil Service of the forties, but when the essence of a good letter, clarity, is understood, members of the class enjoy playing with words to write tactful letters of complaint. Studying the writing of reports helps those prompted to jobs where this is necessary (one man joined his wife's class for this purpose) and summary work benefits those on committees.

It is this confidence building for daily lives rather than the mere acquisition of a good grade that is the most fun. Even spelling difficulties prove to be something many are glad at last to face. With the language course completed and the first night worry ("What if we get a question on discs?") long forgotten, now the students ask "When can we enrol for O level literature?"

Maturity is a marvellous asset for students in a literature class. They understand the passions of Shakespeare's characters. They are

humiliated with Shylock, they sympathize with Brutus in his moral dilemma, they agonize with Lear over the ingratitude of children, they delight in Rosalind.

Having seen the vagaries of human behaviour they are not glib in their assessments of characters. Irony such as Jane Austen's fascinates them, the length of a Dickens novel does not deter them.

A class is usually either annoyed or terrified by modern poetry. ("Why doesn't it rhyme?") When convinced that free verse is an art form, not a liability on the part of the poet, modern poetry gets under their skin and leads to discussions on the nature of literature.

Having overcome the problems of finding time and place in which to study, these men and women become exceedingly diligent. Once initially directed they ferret out radio programmes like *Kaleidoscope* or *The South Bank Show* on television and borrow tapes from the public library.

This very diligence makes this a demanding course for the tutor. With students almost fanatical in their application, feeling that too much time has been wasted in the past for them, only a well-prepared and stimulating course will do. What an incentive for good teaching.

Liz Fincham is a tutor in English, *Haywards Health Adult Education Department*.

Once in a lifetime?

Dorothy Gardner
Jon Choppin

Many of us in secondary schools seek ways of coping with a special problem every May when CSE examinations are in full swing. To be followed for many pupils by GCE. After providing four and a half years of carefully structured timetables, we hardly wish school life to be a casual "come in when you have an examination - otherwise we don't want to see you".

At our school we set up a special programme three years ago, received at first with some doubts and scepticism by staff and pupils, but now confirmed as very worthwhile. It involves all the fifth year and all the staff who would normally be teaching them. We timetable staff to: a) invigilate

CSE examinations; b) teach O level lessons; c) teach CSE revision lessons up to the examination in each subject; d) supervise silent private study/revision, thus providing better facilities for study than exist at home (whatever some pupils may claim!); e) teach a variety of "outward looking educational activities" - a whole range of topics when examination commitments leave room to spare.

Individual timetables are prepared from an explanatory booklet about a fortnight before the Easter holiday and are checked by form tutors, to ensure that they contain a balance appropriate to the pupils' personal commitments.

Two or three activities are offered for each double period. Some are repeated, giving a total, this year, of 53 different activities presented in 132 sessions during the four-week programme. They stem largely from the staff's interests and enthusiasms, and range from pottery to politics to play-reading, from photography to first aid, from opera to orienteering, from archery to weight-training.

Dorothy Gardner is head, and Jon Choppin coordinator of activities, *Norley High School, Braintree, Essex*.

The recent re-analysis of the 'Teaching Styles and Pupil Progress' data provided results quite different from those of the original study which provoked such controversy five years ago. Jane Hesketh, who was involved with the follow-up study, asks some pertinent questions about research methods and purposes

When best is not good enough

Think about your job. Do you believe that yes/no answers to 20 questions could adequately describe the way you work? Could 50? A hundred? A thousand?

Would they enable you to be classified as a type A, B, C or 2.1, 7a? Would that classification be so crude as to be meaningless? Or would it be useful, and if so how, and to whom?

The obvious response is that it depends - on the questions, the methods of analysis employed, and the purpose of the enquiry. These strands in a complicated area of social science have been matters of concern for a long time. I recently spent a year as an educational researcher and found it particularly thought-provoking. It is illustrative to describe first some of the study I worked on as an example of some of the problems.

In March 1979, I joined a project in two departments at Lancaster University as a statistician/research officer. I was to work with Professors Murray Atkin (Centre for Applied Statistics) and Neville Bennett (Educational Research) on a re-analysis of some of the latter's data, which had been the basis of a study published a few years earlier under the title *Teaching Styles and Pupil Progress*.

It had generated very controversial results, among them that pupils' abilities in certain basic subjects improved more under formal traditional teaching than under informal progressive teaching. Both the methods and the interpretations had roused considerable debate. The data had never been released to anyone else, so this was the first opportunity to confirm or refute the findings.

The original study had two stages. First, questionnaires were sent to primary school teachers throughout Lancashire and Cumbria. Those of 468 fourth year teachers were selected, and 38 items (mostly yes/no answers) were used to categorise them into teaching styles. Secondly, 37 typical teachers were chosen from the groups to form the basis of the pupil progress investigation. Their pupils were assessed by various academic and personality tests at the beginning and end of a year.

In my first week at Lancaster, I encountered an unusual variation on the classical problem of missing data. Professor Bennett had thrown the teaching styles data away because, he explained, he thought it would not be needed for a re-analysis. Fortunately, a search revealed a computer printout of the information, but it was consequently impossible to resolve inconsistencies or eradicate errors in it. The pupil progress data was almost complete, so that the handful of errors I found on the computer file were easily corrected from the originals.

The next step was to examine the information about the teachers and the derivation of the original classifications of informal, mixed and formal styles. Every possible number of styles from three to 22 had been tested using the technique of Cluster Analysis, and inevitably one of them (12) emerged as the "best" solution. Although some earlier studies had been favourable, Cluster Analysis was still a relatively untried technique. The evidence for deciding that such clusters existed and that it was appropriate in this case was that the solution could be interpreted, and that observations of the methods of teachers in the clusters matched their questionnaire responses.

For a broad indication of a style, supplemented by other pertinent information (such as teachers' experience, which was never included), this might have been adequate. But the teachers for the pupil progress section were then chosen to

represent certain of the supposedly identified clusters purely on the basis of their being closest to the profile of a typical teacher from that cluster.

Moreover, in pupil progress, only seven (229 teachers) of the 12 clusters were represented, of which four were designated informal or formal. In spite of the researchers' belief that Cluster Analysis "provides an indication that the ubiquitous use of dichotomous descriptions of teaching styles fails to take into account the multiplicity of elements involved. The majority of teachers appear to adopt a mixed or intermediate style for which the progressive-traditional dimension provides inadequate description."

Taking with this the researchers' apparent confidence in the strength of clustering, it is surprising that five clusters were left out, in the belief that "the remaining seven represented the whole range and could be collapsed into three general styles, informal, mixed and formal". Some light may be shed on this by a comment by one of the research officers that those five clusters were hollow, and so had no typical teachers.

It is highly doubtful that Cluster Analysis was a suitable method in this case, and when its own results actually confirmed its inappropriateness by producing badly formed clusters even in the best case, it should certainly have been rejected. To have continued to use seven of the groups, presuming some statistical validity for them, while conveniently ignoring the other five, was sheer expediency. There is no point in using a box of bad eggs if it still spoils your cake.

The re-analysis concentrated on an entirely different approach, using the latent class model developed by Professor Atkin. Here again was a problem of finding the "best" of several solu-

tions, and deciding whether or not it was supported by the data. This was fully described in the report, where more than one solution was presented and explored, along with the available evidence for and against both model and solutions.

The next phase was to investigate the pupil progress section. A criticism of the original study had been its failure to allow for the sample of pupils being composed of the classes taught by the 37 teachers, and that this classroom membership as well as the teacher's style classification

The effect of this was to neglect the strong influence on children who are taught by the same teacher, not only of that teacher's style, but of having the same physical surroundings, equipment, sets of friends and examination systems. This was remedied in the re-analysis, with interesting consequences. The new results regarding relative effectiveness of teaching style were quite different from the original study's. More importantly though, few of them were statistically significant if class membership was taken into account. This was also true of the original study.

This brief description of one study prompts several questions.

For example, how may the suitability of a particular model be judged? How comprehensive and complex need the data and model be for them to reasonably describe the subject of research?

Here we have seen the distortions created by a too simple model and an inappropriate method. Most models involve only a few variables (albeit condensed from many) because of the requirement for statistical significance, which can only be achieved with impossibly large amounts of data in any case of reasonable complexity. It is obvious that in many cases 30 or 40 responses from each individual will only sketch an outline, but the detection of patterns might only be possible in a sample of tens of thousands.

Professor Bennett himself has commented recently that "the formal-informal distinction has outlived its usefulness", and that current research involves a far wider variety of contributory factors with more intricate interactions. This might be paraphrased by saying that the behaviour and methods of teachers are so crudely described by their mere membership of one of three categories that consequent inferences about the profession as a whole are misleading at best.

What are the responsibilities of research workers? Social scientists have responsibilities in several directions: to the academic community, to their funding bodies, to all those who will use their conclusions and, above all, to those whose lives will be affected by any decisions or policies influenced by those conclusions.

It is imperative that their studies be open, verifiable, honest and thorough. The data should not be destroyed, particularly when, as here, it is important in a public debate. Great harm may be done by presenting unsubstantiated conclusions.



or allowing false inferences to be drawn from results which only apply to a restricted group.

What are the effects of the kind of research described here? It commonly fuels a debate on educational methods whose participants proclaim all supporting evidence loudly and dismiss the rest as misconceived, misleading and irrelevant. Systems are perpetuated in which experts prescribe methods for others to execute. Classification fosters rigid attitudes, in which individuals are encouraged to conform to standards rather than experiment and adapt to varying circumstances.

Are statistical techniques appropriate, implying as they do the existence of measurable quantities and mathematical relationships between them? Given the considerable potential for not only random but systematic errors at many levels (experimental design, test design, questionnaire design, coding and transfer to computer storage), and given the difficulty of evaluating the suitability of statistical techniques in such situations, why do social scientists persist?

Most of the areas they deal with are very difficult to define precisely, are not amenable to measurement, and can only be treated mathematically by making gross assumptions about the underlying structure. An obvious motive presents itself: the vain search for objectivity and the doubtful authority of "scientific method".

The use of statistics which are not widely understood reduces the accessibility of the arguments, placing the researcher in a position which few can assail. It is much easier to use available methods, even though they are unsuitable or poorly comprehended, than to establish appropriate ones which may prove intractable.

Surely the fundamental question is that of the purposes of research in the social sciences. Our awareness and understanding of the workings of society is hardly enhanced by their reduction to inadequate labels which only reflect theorists' prejudices.

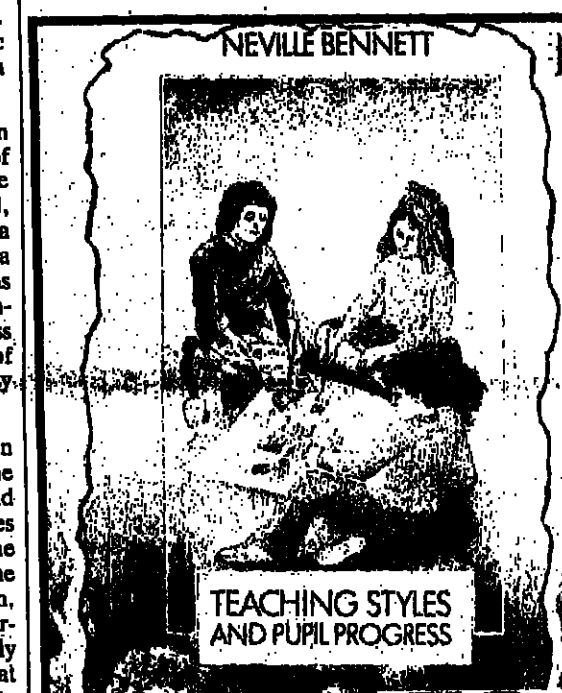
In the furtherance of their purposes, social scientists have in statistics a sophisticated tool for gaining indications of a general nature which can then be carefully explored for their validity, meaning and details. If this were genuinely done I should be far less anxious; but all too often statistical results are presented as conclusive proof of the interpretations which are drawn from them. Valuable work can and has been done by conscientious researchers such as Professor Atkin, who present their methods and findings clearly, without mystification, and with due care for the consequences.

Unfortunately, the less sensational results of such careful studies tend to be dismissed by educationalists and policy makers as unactionable when they do not conveniently reduce individuals to type A, B, C or 2.1, 7a.

"Reported in 'Teaching Styles and Pupil Progress: a Re-analysis', British Journal of Educational Psychology, June 1981.

Jane Hesketh has now left educational research, and works in the computer centre, Heriot-Watt University, Edinburgh.

Top: Neville Bennett: should he have thrown away the data? Left and below: the book that caused the stir, and the headline five years later that didn't.



Teaching styles don't matter so much

Re-working his earlier research results, Professor Neville Bennett has revised some conclusions of his best-selling 1976 study, *Teaching Styles and Pupil Progress*. The controversial book, which was published just prior to the controversy in newspapers and journals, is now being re-regarded with much

teachers were reassigned to different categories and virtually none of the differences between formal, informal and mixed styles are regarded now as even statistically significant, none is

'A sordid and futile business'

Why do British teachers still beat children? Does such violence simply breed more violence? The Society of Teachers Opposed to Physical Punishment have gained access to one large comprehensive school's punishment records over a five-year period. Paul Temperton examines the results

Hartcliffe Comprehensive School in Bristol is not a latter-day Dotheboys Hall. The school, which serves a socially-mixed area in the south of the city, inflicts an average of about 100 canings annually. This is an unspectacular total in a big school with a roll of about 2,000 pupils. The caning rate is about five beatings per year per 100 pupils which, we estimate, is the average caning rate in English secondary schools.

Hartcliffe is, therefore, a typical caning school. And that makes its punishment book pages, of which we have acquired photocopies covering several years, of special interest. STOPP has not previously had access to punishment records covering such a long period. The conclusions to be drawn from a

detailed study of these records could be applied to many other schools among the 80 per cent in England and Wales which use corporal punishment.

Avon's corporal punishment regulations state that girls should not be caned except in "extreme" circumstances, and the school's own staff handbook forbids it for girls altogether. The handbook also says that corporal punishment may be given only with a cane; and that it may be applied to the pupil's hand or buttocks. In practice it appears in almost every case to have been the latter.

Canings may be given by the head, deputy heads, senior master, yearmasters and housemasters. The handbook warns staff that failure to obey the regulations "can place the teacher in a position of danger. An initial mistake by a teacher creates great problems in dealing with the 'difficult' parent".

Hartcliffe, like many large comprehensives, is a split-site school. STOPP has punishment records from the east building, covering nearly six years from 1975 to December 1980; those

Table 1: canings total

Term	East Building	West Building	Total
Spring 1975 (part)	21		21
Summer 1975	41		41
Total school year (part)	73		73

Autumn 1975	36		36
Spring 1976	23		23
Summer 1976	14		14
Total school year	73		73

Autumn 1976	29		29
Spring 1977	32	14 (part)	46
Summer 1977	32		32
Total school year	93	14	107

Autumn 1977	23	61	84
Spring 1978	1	21	22
Summer 1978	6	32	38
Total school year	30	116	146

Autumn 1978	29	17	46
Spring 1979	13	16	29
Summer 1979	25	16	41
Total school year	67	49	116

Autumn 1979	9	9	18
Spring 1980	6	12	18
Summer 1980	32	12	44
Total school year	47	33	80

Autumn 1980	10		10
GRAND TOTALS	409	195	604

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Table 2: frequency by age

Age 11:	16 canings
Age 12:	87 canings
Age 13:	126 canings
Age 14:	164 canings
Age 15:	185 canings
Age 16:	27 canings
Total:	604 canings

from the west building detail canings over a three-year period from June 1977 to September 1980. During the three academic years for which we have complete records for the whole school, 320 canings were inflicted (Table 1).

Most Hartcliffe boys are never beaten. However, those who do get the cane are quite likely to get it more than once. Indeed, a majority of all the beatings recorded (360 out of 604) were on boys caned more than once (Table 3).

Even if children were being caned for serious offences (and our analysis shows that this is not the case), the fact that so many of the canings are being inflicted on a small group of children, who keep coming back for more, shows that the punishment is simply not working as a deterrent. Indeed, our look later in this article at some of the case histories seems to confirm the evidence of independent educational research, that far from being a deterrent, beating children actually makes their behaviour worse.

Defenders of corporal punishment invariably justify its use as a last resort for serious offences. This is obviously not the case in heavy caning schools, but STOPP's analysis of the offences for which boys are caned at Hartcliffe shows that, even at this school, where the cane is not used lavishly, most of the beatings are inflicted for fairly trivial offences. It should be borne in mind that we are relying on the caning teachers' own descriptions of the offences.

In the analysis in Table 4 of all the entries,

Table 3: frequency of canings

244 boys caned once	= 244 canings
72 boys caned twice	= 144 canings
31 boys caned three times	= 93 canings
10 boys caned four times	= 40 canings
6 boys caned five times	= 30 canings
6 boys caned six times	= 36 canings
1 boy caned seven times	= 7 canings
1 boy caned ten times	= 10 canings
371 boys	604 canings
55 boys received 216 canings	= 38 per cent of the total
127 boys received 360 canings	= 60 per cent of the total

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offences which - though differently described - are clearly identical or similar have been grouped together. In several cases where a group covers more than one offence - "fighting and lying", for example - the table shows the first offence mentioned in the entry, where this is obviously not the most serious.

Table 4: analysis of offences

Offence	Number
Lighting, bullying	1
Missing detention	1
Swearing, cheek-slapping to staff	1
Vagely described misbehaviour	1
Truancy	1
Disruptive type offences	1
Smoking	1
Disruption disturbance of lessons etc.	1
Stealing	1
Vandalism damage to property	1
Spitting	1
Riding motorbike	1
Moving assembly	1
Refusal to accept punishment	1
Lateness	1
Spilling artwork	1
Failure to do imposition	1
Failure to bring report form note to girls' toilets	1
Two detentions in one week	1
Throwing stone at staff	1
Altering own report	1
Writing a disgusting and insulting document	1
Not stated	1
Total	1

It is notable that the second most frequent appearing offence is "missing detention". This offence is presumably invariably detected this suggests that boys are consciously going for a caning in order to save spending time in detention. So much for the deterrent value of the cane.

"Missing detention" includes "refusal to attend detention", "instead of detention", "willfully missing detention" and, in one case, "requested by mother to be caned instead of detention". In some but not all cases, an entry makes it clear that more than one detention has been missed, eg "missing two detentions", "missing detention yet again", "cutting detention on several occasions". "Vagely-described misbehaviour" includes "generally poor behaviour", "unacceptable conduct", "stupid behaviour" and "poor attitude". Teachers do not generally like to add to caning children for trivial offences; vague descriptions can be used to cover a range of minor misdemeanours.

"Horseplay-type offences" embraces a wide variety of specifically described incidents of the type which in other contexts (eg Oxford and Cambridge) are commonly dismissed as "youthful high spirits". Examples include throwing fruit at staffroom window; chasing about on roof; squirting washing-up liquid; throwing eggs and flour; filling a water bottle; fooling about on B floor; letting off air bombs; setting off fire alarm; snowballing; dialling GPO service number.

Any of these might just as well have been entered as "poor behaviour" or "unacceptable conduct", so the overlap between this category and "vagely-described behaviour" could be almost total.

Only 20 per cent of the canings recorded were inflicted for offences including violence to others, such as "fighting" or "bullying". The defenders of caning tend to give the impression that violence is the main offence punished by a beating. Strangely, the caners appear to believe they can teach children not to be violent by beating them.

The number of canings for truancy is also disturbing. It is hard to see how hitting children when they do turn up at school is likely to encourage them to attend. In any case, truancy suggests problems requiring investigation rather than punishment.

Punishment book records indicate that children who refuse to be caned are threatened with suspension. If they then agree to be caned, it appears they are given an extra stroke for their initial "disobedience". If they persist in refusing to be beaten, the threat of suspension is then carried out. The records indicate that, after a few days' suspension, children tend to return to accept a caning, and are accepted back into the school.

Here are some sample entries:



Truants on the run: is caning likely to encourage them to attend school?

17.7.77 Boy 1 age 15 (Stage II suspension) 2 on seat

7.4.78 Boy 2 age 15 Refused to accept punishment (suspended)

10.4.78 Boy 3 age 14 Refusal to accept punishment

13.4.78 Boy 3 age 14 Continual misconduct and refusal to accept punishment 3 on seat

13.5.77 Boy 4 age 14 Missing 2 school detentions and refusing to be caned 3 on seat

27.6.79 Boy 5 age 15 Assault on girl. Following suspension, parents seen, assurances received, readmitted

16.7.80 Boy 8 age 15 Swore at DHM and refused punishment - suspended

17.7.80 Boy 8 age 15 Disobedience 2 on seat

The disobedience in the last example was presumably the boy's refusal to bend over the previous day. It seems likely that many other entries which combine a particular offence with "disobedience" - "fighting and disobedience" is a not uncommon example - could refer to an initial refusal to be caned. The evidence suggests that a considerable number of the canings recorded were accepted only under considerable duress. Suspension involves the parents, and may get on to a pupil's record and damage his job prospects.

If suspensions at this school are indeed frequent, it would bear out STOPP's general experience: that caning schools are more, not less, likely to resort to suspension than non-caning schools.

For the "deterrence" theory of punishment to work, any child at all it ought to be possible to predict the outcome of a particular kind of misbehaviour, so that pupils would know what to expect. But from these records it is hard to discern any correlation between type of offence and severity of punishment. Nor does the age of the boy seem to make much difference.

The following pairs or groups of contrasting entries are just a few examples:

(A) 16.11.79 Boy 9 age 14 Bullying 4 strokes on seat

Boy 10 age 14 Bullying 4 strokes on seat

22.5.80 Boy 11 age 14 Bullying 1 stroke

Boy 12 age 14 Bullying 1 stroke

(B) 12.2.75 Boy 14 age 16 Smoking 1 stroke

15.4.75 Boy 16 age 15 Smoking 3 strokes

(C) 10.11.77 Boy 17 age 14 Vandalism cigarette book 3 strokes with obscenity

25.11.77 Boy 18 age 15 Striking a girl and causing injury 1 stroke

The overall impression gained from studying the records is that the school's disciplinary system is arbitrary and uncertain in its application, to the point of being merely a game of chance. The following case studies illustrate this point:

(A) Boy 19

Date 26.1.76 Age 14 Form 3C Offence Missing school detention 1 Mr A

12.3.76 14 3C General misbehaviour 1 Mr A

4.10.76 14 4C Missing school detention on several occasions 2 Mr B

8.11.76 14 4C Missing school detention on several occasions 2 Mr B

7.2.77 15 4C Missing 2 school detentions and lying (no letter) 2 Mr B

2.3.77 15 4C Having a syringe in his possession 2 Mr B

20.5.77 15 4C Missing 2 school detentions yet again 2 Mr B

17.6.77 15 4C Disrupting school detention 3 Mr B

5.10.77 15 5C Continual untidy factory conduct after many warnings 4 Mr C

15.12.77 16 5C Bullying a 1st year boy & blatant smoking 3 Mr B

This boy received 10 canings in under 2 years - six of them in just one school year. Five were for the same offence. By the time Mr B (who had himself already caned this boy four times in five months) came round to giving him another caning on 20.5.77 for missing detention yet again, he surely cannot have imagined that it would have any deterrent effect. Sure enough, the boy came back for three more canings in the next six months, after which he presumably left.

The last caning is the first of any kind of violence (would the boy have been violent to others if he had not been on the receiving end of so much legalized violence himself?). But it was also for smoking, despite the obvious futility of trying to keep from smoking a boy who is about to leave school - and who is, in any case, legally entitled to buy cigarettes. Note also that blatant smoking is apparently worse than surreptitious, furtive smoking.

Boy 20 was caned seven times. Five of these seven canings took place within eight months, when he was 15.

The futility of corporal punishment is once again demonstrated. Only two weeks after being caned for smoking and lying, the boy is caned again for smoking. Similarly, only two weeks separate the last two beatings. And the final caning is for much the same kind of "horseplay" offences as the first, two and a half years earlier.

(B) Boy 20

Date 2.3.75 Age 13 Form 3Q Offence Mud throwing 1 Mr D

29.3.76 14 3Q Pushing boy in pond 1 Mr A

7.2.77 14 4Q Smoking and lying 1 Mr E

17.6.77 15 4Q Disrupting school detention 3 Mr B

3.10.77 15 5Q Cutting detention involved in letting off fireworks in school 2 Mr F

19.10.77 15 5Q Involved in letting off fireworks in school 2 Mr F

It is not clear why disrupting detention on 17.6.77 was worth a 200 per cent increase in severity over each of the earlier punishments, nor why failing to go to detention altogether (two strokes) is less serious than attending it but then disrupting it, four months previously (three strokes).

(C) Boy 21

Date 4.2.77 Age 15 Form 4D Offence Abusive behaviour on several occasions 2 Mr B

7.3.77 15 4D General disruptive behaviour 1 Mr B

17.3.77 15 4D Fighting in a classroom 2 Mr B

6.5.77 15 4D Swearing at a member of

Wot no litrichuh?

Next year London intends to introduce an alternative French syllabus which prescribes no set books. Robin Buss reports

Modern language teachers often refer to it simply as "The Literature". They keep it in a region of their souls distinct from the tedious prose translation or drills on the subjunctive. It is the part of their work which reminds them that learning a foreign language also gives access to a culture. For a few hours each week they are the transmitters of humane values. The study of the set texts may not be relevant to the needs of all A level candidates; it certainly meets those of some language teachers.

They will shudder to learn that next year, following the Southern Universities Joint Board, London intends to introduce an alternative French syllabus which does not prescribe any set books. A recent report (*) by a working party of teachers based in Hampshire also proposes a model syllabus for French in which the traditional literature paper is replaced by project work; the texts, literary and non-literary, would be chosen by the candidates and stimulate a variety of course work, little of it recognizable as literary analysis or appreciation. At a time when the number of candidates for almost all languages at A level is falling, examinations must be made to reflect the practical needs of language learn-

ers. By implication, they criticize an approach which relegates study of "civilization" to one paper, on which questions are to be answered in English, and views "The Literature" as a discrete body of knowledge enshrined in certain well-thumbed classical texts.

In principle, few people would disagree and no one pretends that by reading four or five books a student can gain more than a faint echo of French, German or Italian literary culture. But most examining boards still feel that the education of their candidates is incomplete unless they have been given the opportunity to sample a few canons of the *Divina Commedia* or a play by Corneille or Molière. The main emphasis, however, is on twentieth-century literature and the development of individual responses, rather than simple regurgitation of established opinions. Moreover, literary merit has never been the sole criterion. For acceptance on the syllabus, a work must be available, accessible, decent and nonetheless reasonably stimulating to the average adolescent mind. Above all, it must conform to certain, fairly precise requirements of length. *Egmont* is in, *Faust* not; *Trois Contes* is preferred to *Madame Bovary* and *La bête humaine* to *Germinal*. Sartre, Camus and Anouilh pro-

duced half a dozen hardy perennials which ensure their place in the minds, if not the affections, of generations of students. The French New Novel, on the other hand, never quite made the grade, as some publishers of annotated editions learned to their cost.

Even for those who consider access to literary works as a prime objective of language learning, the most orthodox A level reading programme reveals a very sparse corner of the foreign field. The needs of candidates are so varied and the time available so limited, that one can hope at best only for an initiation into disciplines of reading and critical assessment. Many students come away with neither and with the feeling that they have failed or obtained a low grade because of an element in the exam which has nothing to do with communicating in the foreign language. In the hope that they, and their teachers, will acknowledge the need for at least a "civilisation" paper, some boards have combined the study of the set texts with that of a topic on history, culture or social problems. The Associated Examining Board, for example, links the set books to such topics and offers questions on both in the literature paper. Too often, however, the texts either lack literary interest or only imperfectly relate to the associated topic: thus Cocteau's *Les enfants terribles* is scarcely illuminating as a comment on the problems of French youth, while Césaire's *Chien perdu sans collier*, good on the social question, is unsatisfactory as a literary text. The confusion of aims emerges clearly in the AEB examination papers: despite the claim that candidates will be asked to show that they appreciate the relevance of the books to the topics, the questions are almost always formulated in a way which demands simply a critical judgment of their qualities as literature.

Policies vary not only from board to board, but from language to language. In Russian, the University of London has adopted a scheme similar to that of the AEB, with a combination of texts and topics; in Italian, it offers a choice from three lists, one of which is composed of works on politics, social questions, music or art; in German and Spanish, it

remains committed to an orthodox programme of literary works. Spanish in particular makes no concession to any of the doubts that may since the 1950s.

Perhaps London's Spanish examiners are right: tentative reforms satisfy no one. And, countering the demands of those who would do away with the set texts altogether, there is strong pressure from the universities in favour of the traditional syllabus. Informal enquiries show a marked preference for applicants who have studied the set texts and a prejudice against the new syllabuses. What they value is not the actual knowledge of literature students acquire, but the techniques of critical analysis which are demanded by the examiners. Unfortunately for those students who do not wish to go on to a university course, the ability to demonstrate such skills, in English, is still a major requirement of most modern language A levels.

Almost certainly, however, such prejudice is in favour of the literature paper is based on a misconception; namely, that candidates who demonstrate skills in critical analysis have acquired them from language teachers in language classes. Some teachers lack the ability and few have the time on an A level course to develop such skills in pupils who read little of their own language and have no idea of what is required of them as they struggle to make Cornhill or Calderón. University departments would do better to look among their applicants for a good English Literature pass, evidence of reading and the choice of a literature option in coursework, if they want to distinguish those who are likely to succeed on literature-based courses. Nor will the opening of the syllabus to allow a range of options to candidates mean an abdication of civilized values. The humane element on modern languages courses has always come from the teacher, not the texts.

*French 16-19. A New Perspective. A Report of the French 16-19 Study Group. Hodder and Stoughton £3.75. 340 25528 5.

A balcony to the world

Colin Ward on William Lethaby

Philip Webb and His Work. By W. R. Lethaby. Raven Oak Press £12.00. 0 906997 03.

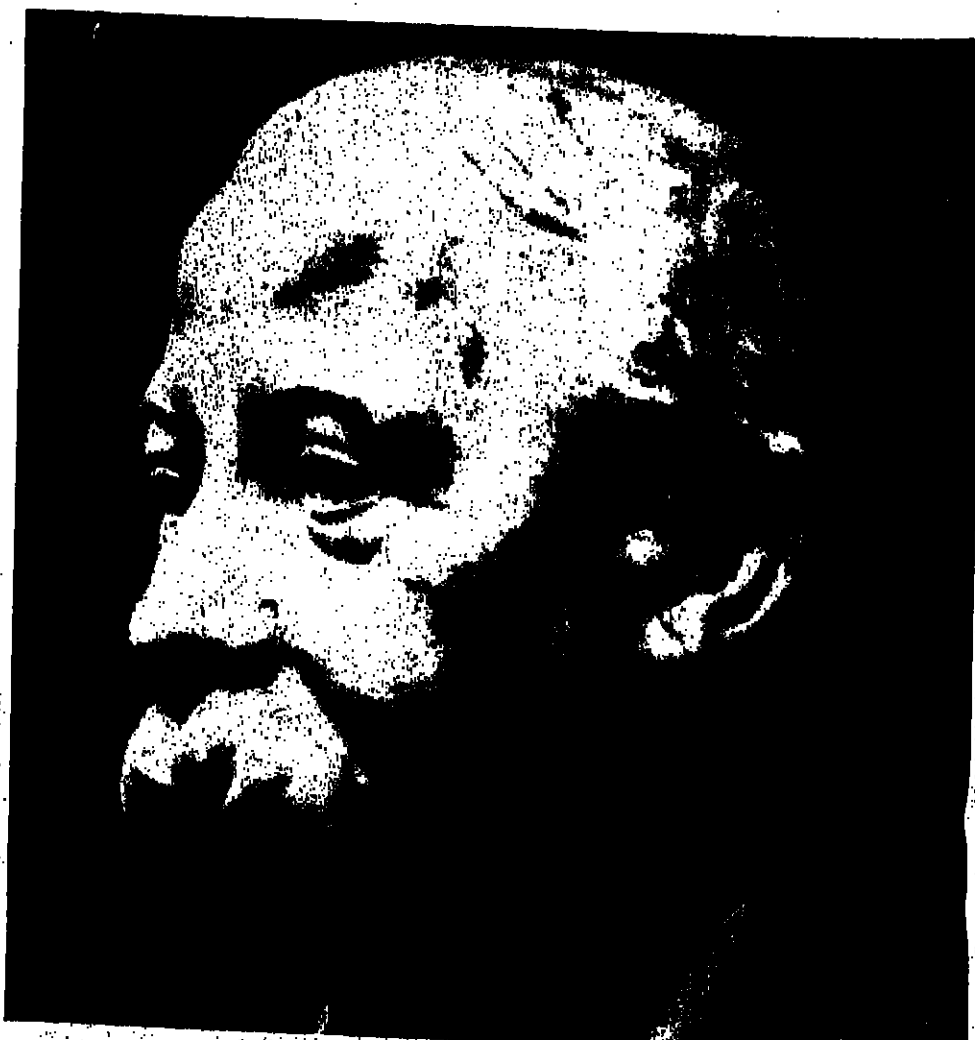
William Richard Lethaby died 50 years ago today and the welcome reappearance of his book about the Arts and Crafts architect Philip Webb, provides an opportunity to celebrate his author. If in some idyllic parlour game I was obliged to nominate one truly great man of the last century, I would have to name William Morris, but not without a pang of regret that I couldn't mention Lethaby because of the embarrassment that no-one would have heard of him.

He was the most reticent and self-effacing of men, declining all honours, including the Royal Gold Medal for Architecture and even the offer of burial in Westminster Abbey, though he is commemorated by a stone in the pavement there. His other modest monument is one of those OLC blue plaques, let into the wall of the Central School of Arts and Crafts, which was his creation.

For though Lethaby was a great architectural philosopher and an authority, wearing his scholarship lightly, on ancient and medieval art, his greatest achievements were as a teacher. He was a picture-framer's son from Barnstaple, an architect Norman Shaw, designed a few highly individual buildings, and became a few years later the LCC's Technical Education Board. He complained that the curriculum of learning to swim in a thousand jessons without water. He wanted a school where the crafts were taught by successful practitioners not by

professional teachers, and the LCC appointed him as Principal. The Central School rapidly gathered an international reputation, while Lethaby displayed an absolute genius in collecting a range of teachers who were the outstanding artist craftsmen of the period. To take just one craft, lettering, Lethaby found an unknown calligrapher, Edward Johnston, and persuaded him to teach. One of Johnston's several illustrious pupils was Eric Gill, and modern typography can be said to have been born in the Central School. Lethaby made the place the best school in Europe at a time when the Royal College of Art was, as he put it, "the worst school in Europe". Inevitably he was called upon to work his magic there too, and was appointed the first Professor of Design there, holding both appointments for a decade.

He used to remark that "Education is better underdone than overdone". It must, look beyond the barrier of books. His own books were usually compilations made at the insistence of others from his articles in *The Builder*. This is the case with the book on Philip Webb which is about much more than his subject implies. It discusses the whole architectural dilemma of the nineteenth-century and presents a series of vignettes of the architects of the period which are much more illuminating than the "scholarly apparatus" which is totally missing. The editor, Geoffrey Rubens, has added material from Lethaby's notes on such topics as Webb's socialism, which like his own, was rooted in the belief that "to live on the labour of others is a form of cannibalism". The book gives glimpses of Lethaby's aphoristic wit, which was the delight of his friends who would note down his odd sayings, assembled in several fugitive collections. But his



very modestly ensured that much of his wisdom is buried in long-forgotten pamphlets from the Women's Rural Institutes or the Design and Industries Association. At a time when we are reassessing the Arts and Crafts movement, someone should reprint his admirable little book *Form in Civilisation*, assembled by friends in honour of his 65th birthday in 1922, reprinted in the thirties and in America in the fifties, but very hard to find today; and Mr Rubens's long projected biography, is surely overdue. Who wouldn't want to know a man who woke up one morning and remarked "It is a difficult world to be alive in. It makes one long for a sort of balcony to the world, so that

one could go outside and get a breathe of fresh air." He used to say that "little can be proved, what matters is the quality of our assumptions". His own assumptions were few and simple. He assumed that the most important thing in education as in life was art, and that the helplessness of modern art is the measure of the helplessness of the workers: there is justice in the universe. He declared that "those who believe in the condensed ignorance called Higher Education have succeeded with great difficulty in at last creating a dislike for that greatest of blessings, work." Not a comfortable thinker for our days.

Miles of good ideas

"Bernard is a born teacher." Lady Miles, the actress Josephine Wilson, who is something of a dynamo herself in the backstage organization of the newly re-opened Mermade Theatre, looks on as her husband launches into an explanation of the fulcrum with the aid of a pad and a ballpoint pen. A conversation with Lord Miles turns, in no time, into a compact general knowledge course for flagging brains, administered with generous helpings of theatrical expertise – a twinkling eye and a wide repertoire of accents and gestures – and touches on scientific principles, the derivation of words, literature, education, history, politics, religion and methods of raising money. A frequently recurring word is "wonder".

Lord Miles, now 73, was indeed once a schoolteacher, and there has been an educational time to everything he has done since. (Well, most things. There may still be some who chiefly remember him for a certain stout which not only looked good but did you good.) One of his most famous roles – to be repeated next Christmas – is that of Long John Silver in the distinctive Mermade production for children of *Treasure Island*. Jack Sprague, his pet parrot, a backstage personality to be reckoned with, will play a significant supporting role as usual.

The theatre which rose from a bomb site on the north bank of the Thames in the late fifties and took its name from the tavern where Shakespeare and his contemporaries were said to meet, had its beginnings in the Miles's garden in St John's Wood. The new Mermade, which opened last week after a hiatus of two and a half years, is still at Puddle Dock and retains much of the nautical charm of the original, despite being part of a large and not especially beautiful office block. Lord Miles is delighted ("It's the loveliest theatre in

Europe") both with the more spacious stage and the backstage amenities. Among the innovations is a facility for converting part of the building at will so that the Mermade Club has a little theatre of its own.

The Mermade Club, founded in 1967, is the most tangible expression of the Miles wonder at the universe and all it contains. The natural curiosity of primary school children is stimulated by dramatic expositions of scientific principles; the magic of theatre and the excitement of discovery come together in plays like *Sparks*, in which two Victorian children escape the clutches of a wicked count by putting their newly acquired knowledge of electricity into practice. Mermade Club productions tour for 36 weeks each year and are eagerly awaited by teachers who, in some cases, choose the term's project according to the Mermade subject matter.

There are to be two important departures from the usual pattern this autumn. The first play for five to seven year olds will be presented then and will explore the rainbow and the constituents of the prism with the aid of puppets. *Rainbow Riddles* is an adventure story in which colours have personalities. Purple is an unpleasant, bossy lady, rather like the Red Queen in *Alice*, says Lady Miles, and White light is a godlike character who supercedes all the colours because they exist in him.

For young people at the other end of the age range is an idea about which Pat Weller, who runs Mermade, and Lord and Lady Miles are hugging themselves with satisfaction. A series of lecture/discussions (no-one can think of a suitably unstuffy term) are to be given by extremely eminent scientists who, it is claimed, can speak directly to 13 year olds, and simultaneously fascinate adults. Margaret



Burbridge, president-elect of the American Association for the Advancement of Science and professor of astronomy at the University of California, will begin the Sunday evening series on September 6 with *From Stardust to Quasars*. Sir Fred Hoyle, on space travellers, and Sir Alan Cottrell, on adventure in science, follow in October and November. Audience participation is to be eagerly encouraged.

"Basically, we are missionaries," says Lord Miles. "England is going down the drain because science was not taught in the past. After the Industrial Revolution we became the workshop of the world and then sat back on our laurels." He blames shortcomings in the science teaching of previous generations for our present lack of engineers and views the Micro revolution with foreboding because we are unprepared. But ideally he would like the Mermade Club to explore other subjects too, including languages and history – his own subject as a student.

Even in his plans for the main season of plays, Lord Miles has more than half an eye on educating the young. He plans to telescope *Julius Caesar* and *Antony and Cleopatra* into a single play, two and a half hours long, by "carving them reverently down to the bare structure and vivid story line."

Most revolutionary of all his ideas, most controversial in its implications, but still a long way from fulfillment, is his dream of a Children's University. He believes that many children are not stretched sufficiently by the education they receive at school and would enjoy advanced courses at the weekend if these could be provided at the Mermade.

The stamp of its founder is on the Mermade itself: original, unstuffy, down to earth, but deliberately cherishing a spark of magic. Lord Miles is a wonderful talker, coming out with all

sorts of provocative statements in a conversation studded ("These are jewels I'm giving you!") with references to Newton, the nature of Cleopatra, Pantheism, the Theory of Relativity, the song of the whale, the number of atoms in a sugar lump, nuclear war and the "In such a night" speech from *The Merchant of Venice*. He looks into the distance and becomes Antony – or a would-be theatre owner impressing his bank manager

Heather Neill

Sparks will be revived soon. Information about the Mermade Club may be obtained from the Mermade Theatre (01-236 9521).

Treats and troubles

The Misanthrope by Molière, Manchester Royal Exchange Theatre at the Round House.

The Hollow Crown devised by John Barton, the RSC at the Fortune Theatre. *Troilus and Cressida* by Shakespeare, the RSC at the Aldwych Theatre. *Eastward Ho!* a musical adaptation of the play by Jonson, Marston and Chapman, at the Mermade Theatre. *Steaming* by Neil Dunn at the Theatre Royal, Stratford East.

Casper Wrede's production of *The Misanthrope* is sheer delight. Malcolm Price's splendidly spare rich setting – four ornate silver candelabra, carved and silvered chairs, grand silver portals – sets the action firmly in Molière's time, and his sumptuous costumes reinforce period and character perfectly.

Since the celebrated NT production of Tony Harrison's version of the play, 'wittily set in the period of De Gaulle's ascendancy, the fashion has been to update the French classic. *Ragtime* became an Indian, *Phantasia* a Brontë novel at the NT, and, only weeks ago, his *Britannicus* had a contemporary setting at the Lyric, Hammersmith. The return to the seventeenth century in this sparkling production is doubly welcome. It enables us to see the play as a product of its own age and to marvel at its enduring relevance. *The Misanthrope* speaks as much to us as it did to Molière's contemporaries.

Indeed, with hindsight, knowing the circumstances of the first production in which the playwright acted Alceste to his wife's Célimène, the autobiographical elements in the play may strike us with greater force, enriching our experience of the play.

Alceste loves Célimène. He is as brutally frank as she is disarmingly diplomatic. Where she degrades others behind their backs while flattering them to their faces, his uncalculated honesty offends friend and foe. Ellante (loved by his friend Philinte)

and Arginot (hypocritical virtue personified) who hates Célimène, both love him. Alceste's efforts to win the disapproval of his poetry. For this trivial offence he loses an important court case unjustly. Célimène's duplicity is unmasked when all her lovers turn against her. She refuses to accept Alceste on his own terms: he proposes to Ellante only to be refused.

Alceste carries the play and Tom Courtenay was born to play him. Self-absorbed, braying bombast, hurt and hurtful, Courtenay makes us laugh at Alceste while sympathizing with him. With Molière he shows us that Alceste is wrongly right: we shake our heads regretfully at the wilful waste to society of a good man whose passion for truth amounts to social perversity. Christopher Gable charmingly leads the rest of the men. Amanda Boxer throws off sparks as the spiteful prude Arginot, palpitating over Alceste's parts. Cecilia Richards coolly composed Célimène is a good foil for her enemies.

Richard Wilbur's rhymed couplet translation is full of delightful touches. Being so well spoken, acted and directed, it is a theatrical treat not to be missed.

Avoid at all costs *Troilus and Cressida* and *Eastward Ho!* Terry Hands is credited with the direction of Shakespeare's play. On the face of it, he seems to have encouraged the actors to do their own thing, throwing together any ideas that came up in rehearsal. Parrah's attractive muddled designs and Nigel Hess's meaningless music reflect the barrenness of Hands's approach to the play. The Greeks know they are boring and act and speak (shout, rather) accordingly. Why the tent of Agamemnon is a furry open space, why Achilles grinds his pelvis at Patroclus's bottom, what Paris and his minions are doing in a gang-bang simulating unilluminating with a superannuated Hollywood Helen lit with nineteenth-century footlights, and why speech after speech goes for nothing are some questions which spring to mind. Another is why the

RSC brought this rotten production to London.

Eastward Ho! is abysmal. Whatever possessed Lord Miles to open his new theatre with it? Better to have scrapped the show and postponed the opening. The cast is not without talent but they can't do anything with a musician sans music and lyrics, dances that would shame amateurs, direction that relies on tableaux vivants. 1605 and Puritans with rosaries chanting Latin! It is lovely to have The Mermade back, foolish to dissipate the goodwill which its opening has engendered.

Welcome back (again) to the RSC's *The Hollow Crown* directed by John Barton: as a tribute to the Royal Wedding, Barbara Leigh-Hunt takes the honours, characterizing royal ladies from Mary Tudor to Victoria with a look and a vocal change.

A warm welcome, too, to Nell Dunn's *Steaming* received with cheers from a packed local audience. Set in a seedy covey of Turkish bathes wonderfully realized ("plunge" and all) in Jenny Tiramani's accurately atmospheric setting, it concerns some of the "ladies day" regulars and their losing fight to keep the baths open. True, the play is scholastic: the women are obviously representative of class and background. But it is so full of life, so well directed (Roger Smith) and acted, that sentiment overrides criticism and all one can do is to sit back and enjoy it. There is nudity; foul-mouthed talk of a frankly sexual kind. More than that, there is an authentic woman's voice speaking plainly, movingly, of loving and needing love. A true voice echoed openly by women in the audience – real participation – Brenda Blethyn's retarded Dawn is brilliantly understated; Maria Charles is authentic as her over-the-top cockney mum; Jo Warner's warm, sane bath-attendant ship; Georgina Hale makes good-time Josie a spokeswoman for born losers.

John James

Heroics

Excalibur and The Clash of the Titans. Warner West End and selected cinemas.

Gods, heroes, and heroines grace our screens this summer: Merlin, Arthur, Launcelot, Perceval, and Guinevere in *Excalibur*; and Zeus, Athena, Thetis, Perseus, and Andromeda in *The Clash of the Titans*. The gods and goddesses do not come out of the exposure very well. Capricious as children, they revel in their power over their playthings, while at their behest the poor heroes struggle to fulfil their burdensome destinies and the poor heroines suffer their.

This much, along with a generous scattering of witches, earthly dabblers in unearthly powers, is shared by both legends, but the film treatments share little else save a common failure to tell a really ripping yarn. In neither film do the powerful narratives with their richness of image truly gain from visualization. The impact of the appalling Medusa is greatly lessened by our having seen such a succession of monstrous figures, all seemingly out of the same stable, somewhere in the outer limits. *The Clash of the Titans* in particular would have been improved by relying more on the menace of the unseen.

John Boorman's *Excalibur*, based on Malory's *Morte d'Arthur*, however, is not just interested in narrative but in a legend rounded out – to permit observations on the organization of society, on survival, on the nature of war, on love, and on destiny; to lay bare the elements that have kept the story alive. It is a film with a sense of place, and Arthur's history is played out in (Irish) locations that faithfully mirror the ups and downs of his and his people's existence and that have a sufficiently primeval quality to suggest a countryside not yet worked to the core, not entirely ruled by man and his technologies. Camelot may seem a fairytale citadel, but otherwise the artifacts, the weapons of war, the people of the street (so to speak), the battles, jousts, and duels, the

light, give flavour of that lost age; though the all-encompassing metal armour must surely be anachronistic.

But for all the flesh and blood, there is only one character, the good Merlin (Nicol Williamson), superbly camped up, with the freedom to give the story animation, unpredictability, and humour. The rest, knights, women, lower orders, are merely ciphers in an inevitable process.

Clash of the Titans is a staggeringly awkward film about Perseus, son of Zeus. Zeus himself (Laurence Olivier) has his strengths, ordering the destruction of Argos, pottering with his clay replicas of the mortals, pigeon-holed around a model amphitheatre, presiding his goddesses, trying to keep them in order. They, despite portrayal by accredited actresses, have a clear ring of Greek theatrical about them, though Maggie Smith does provide one moving moment.

Down below Olympus, the characters develop as best they can in the face of their manipulators, but cannot do much with their script, their Grecian sets from an earlier cinematic era, a very small screen for epic encounters, with costumes and furnishings that look to have been purchased at a department store, with a Pegasus lumbering overhead quite out of scale, with a mechanical owl (gift of Athena) that has pretensions to being R2D2.

The production's overall simple-mindedness serves to denigrate the myth, to deflate the spectacle, without the saving grace of irony. It prevents any empathy with the Greeks, prevents our understanding their fears, or their view of the world.

Sue Lerner

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This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contrasts the City of Light, on the canvas of its artists, and as it is today, in photographs that distill its essential character. Available from loan to home film societies and organisations. apply to:

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Monarch of modernism

Picasso: His Life and Work. By Roland Penrose. Granada £2.95. 586 08380 4.
Portrait of Picasso. By Roland Penrose. Thames and Hudson £3.95. 500 27226 3.
Viva Picasso: A Centennial Celebration 1881-1981. By David Douglas Duncan. Allen Lane £12.95. 7139 1420 3.
Picasso in Retrospect. Advisory editor, Sir Roland Penrose and Dr John Gillingham. Granada £4.50. 246 11453 3.
Success and Failure of Picasso. By John Berger. Writers and Readers £2.95. 904613 77 1.
Picasso. By Timothy Hilton. Thames and Hudson £2.95. 500 20144 7.

Between Sir Roland Penrose's biography and *Viva Picasso* lies the story of a child prodigy who at 19 left Barcelona for Paris having inscribed a self-portrait, "I the King", and ended up just that; the monarch of modernism with a faithful court and acclaimed the world over even by those who had never seen a single picture. At what cost to critical integrity, artistic success or common sense this fame was achieved these books reveal.

If it is the man Picasso that interests you then Penrose's standard biography is the best. Revised and brought up to date, it is much more substantial than his largely photographic portrait; itself infinitely preferable to David Douglas Duncan's silly and scaphoid, if more glossy, volume. Unfortunately, for all his nice ability to select, relate, and balance events, Penrose is, as a loyal friend, understandably deferential to Picasso. One of the restrictions this brings is that, where personal factors might have influenced or determined the art, reliance prevails over just evaluation.

Most critics now agree that Picasso's association with the Ballet Russe was a grave mistake and one that

trivialized his art. But was the dancer he married, Olga Koklova, responsible for his beau-monde life-style, and when the marriage began to fail, was she the cause of those violent, aggressive attacks on the female form that Picasso painted in the late twenties and thirties as has so often been suggested? Braque criticized the social ways and probably the art but he never blamed his wife. Until such biographical matters are proven we must rely on the work. What then, is the critical evaluation of Picasso?

Two books, both written since Penrose's biography and still available, indicate its range. John Berger's first published in 1965, might be said to represent a social evaluation and Timothy Hilton's, published a decade later, an orthodox, modernist one were it not that neither writer is so crudely partisan. Both are perceptive critics, sensitive to the issues involved and well aware of the dimensions of their task. On the essential rise and fall of Picasso's career they are agreed; Cubism is the peak ("The most radical change in art since the Renaissance") and except for certain works in the next two decades the rest is a steady decline. Picasso never arrived at a final fulfilment of what he seemed capable.

Their differences are in the accounts of this decline and probably in their interpretation of Penrose's much repeated statement of Picasso's increasing isolation. (None of them explains to what extent he chose this.) For Berger, it is the result of Picasso's estrangement from the Spanish background and his voluntary exile in the very different social and cultural milieu of France, which he nevertheless needed for his artistic development. Except for the Cubist period he never achieved a real synthesis of subject, technique and social relevance, and ultimately it was a failure to find or be provided with appropriate subjects.

For Hilton, it is Picasso's unwillingness or inability to enter into any

appropriate dialogue with new developments after the First World War: "It becomes increasingly plain, as we study the art of the 1920s and 1930s, that Picasso - whom we habitually think of as an innovative artist - was in fact struggling with a terminal position: ironically, one that was in large part of his own making. He was involved with the end of the great tradition of European figure painting, not as an innovator but as an artist who could not rid himself of its traditions and implications".

One statement by Berger pinpoints the vital difference as well as agreement between him and Hilton and goes a long way to explaining Picasso's popular success. "Picasso's genius is of a type that requires a dispiration from other people. He is a spokesman or seer for others. He is in no sense the solitary modern investigator, for he hasn't sufficient faith in reason or progress in art. Hilton wants to see form and structural progress in art, Berger social and cultural, while the vast majority are content to settle for empathy."

That is why Cubism, however admirable historically, philosophically or even aesthetically, will remain elitist. It is too esoteric for most; a fact which is isolated by Berger, stated by Hilton and made abundantly clear in Robert Rosenblum's "Picasso and the Typography of Cubism." One of seven essays by as many scholars, "Picasso in Retrospect" adds considerably to our growing knowledge of what was intended and realised in Picasso's work. Unlike most other innovators in twentieth century art he neither wrote nor talked much about his aims or production. In life as in art, "Picasso always spoke in metaphors without any thought of justification." Of that, we can be sure, Penrose is right.

Michael Clarke

Picasso's Picassos, the exhibition at the Hayward Gallery, will be reviewed next week.

We are friends

On June 28 a remarkable show graced the stage of the Young Vic. Mentally handicapped people from drama and dance workshops at the City Literary Institute in London and at the South-west Institute of Adult Education put on a public performance, the first of its kind in this country. It was a moving and exciting evening, and one which should be repeated and imitated as often as possible, especially in this much-touted International Year of the Disabled Person.

The evening was in two parts. *Freedom*, a dance-drama pot-pourri by the City Lit students, demonstrated what fluency and expressiveness three years' work in dance (with Wolfgang Stange) and drama (with Jan Wyatt) has released in the students. Those who have only seen the sporadic activity of the mentally handicapped in Adult Training Centres would be amazed at the energy and concentration which went into *Freedom* - and by no means all of it from the higher-ability participants.

Clearly, the show was not over-polished. Occasionally people forgot their places or broke off to wave cheerily at the audience. On the other hand, for sheer candour and spontaneity and infectious pleasure in being with the audience, the evening was preferable to many a tired old slog through a "professional" West End show.

What the knowledge of the performers' handicap did add - more of a lump in the throat at such simple definitions of freedom as "freedom to walk, freedom to talk, freedom to buy records" - was an involvement more than compensated for any lack of expertise. Not that expertise was absent from the mix of vigorous sinewy dance and simple lyrics which made up *Freedom*, but it was secondary to a candour and spontaneity which seemed to flow from a more total immersion in the imaginative world than most adults permit themselves.

The *Phantom*, billed as a "gothic horror story in many and varied parts" was a more difficult undertaking. The script, devised by the actors themselves through improvisation, concerned the haunting of a civic library à la Boris Karloff.

"I feel myself changing" cried the old caretaker magnificently as he slipped a mark on his face and flung out his arms in the green spotlight, revealed as The Phantom! Moments of such gusto were frequent: comic bickering among shirking builders, a vehement scold of a lady librarian, a hapful plumber's song. However, the action did tend to the repetitive, and this time it was the actors who were hindered by the constraints of their genre; shrieking, surprise and grisly creepiness soon weary any but the most dedicated horror buff.

None the less, it was an impressively cohesive show. Completely at ease, skilled at timing their lines, projecting their voices so that all could be heard and presenting themselves squarely to the audience, the Players held their dramatic conviction to the end.

But it is not for their theatrical skills that mentally handicapped people are valuable to society. The final song of *Freedom*:

Do we believe that we should help one another?
Yes, we should, every day.
We can all look after people when they're ill.
We can all wash up.
We can go to the shops.
Come with me to the shops.
We can help, we can help.
We are friends, we are friends.
Friends, friends, we all like friends.

Victoria Neumark

The Gala Performance was put on with funding from the ILEA, GLAA and Save and Prosper Educational Trust.



detail from a sheet of miscellaneous studies of destruction falling on the Earth

Leonardo da Vinci.
Royal Academy of Arts until October 4.

The occasional, marginal drawing of the codex are, in this exhibition, filled out by the contemporary art studies to form a more substantial whole, and the result is revealing. Apart from prophetic hints of Turner and Corot we see Leonardo moving from the particulars of plants and rocks to the whole natural world until his research and images begin to overlap and blurs of the relationship between growth in plants and man and comparisons of water with blood and hair bring him to the shattering, if only small, drawings of natural catastrophes.

It is at this point that scientific speculation and artistic vision fuse into symbolic representations that prompt Kenneth Clark to suspect a connection in Leonardo's mind with an apocalyptic end of the world. What, I wondered, would a similar conjunction of early twentieth-century science and Kandinsky's vision produce?

Michael Clarke

Midland new writers

At the forum half way through the first Midlands New Writers Festival, David Edgar recalled recent plays by Jonathan Gems and Andrea Dunbar as signal encouragement for the future. He cited their work as not highly polished but saying something important about their own lives. "They're not middle-class hippies like me", he said, "writing about everything but our own experience".

The forum included Mark Everett, responsible at the Arts Council for new drama writing, Graham Cowley, director of the Hall Moon, and Bill Pryde, associate director of the Birmingham Repertory Theatre. But it was David Edgar's impassioned contribution that made the matter in hand appear urgent. Economic and political pressures, he says, are conspiring to undermine new work and it is much harder now to get a first play performed than when he started trying.

The Festival, held at the Aston University Centre for the Arts, was not infectious festive and the notorious lack of audience for new work off the beaten theatrical track was dimly apparent. It was, however, invigorating to see the attempt made and a few writers get their chance. From almost 70 scripts entered in competition, four were chosen. One of these suffered authorial friction and didn't get beyond early rehearsals. The other three presented a remarkably consistent, unstated theme: repression.

The authors' lives were on show, but heavily disguised in contrived structures. David Morris's *The game* performed by the Aston Studio Company, looked like the play of a room for a management round, war game exercise. The author's handling of the picky dialogue in this strange situation was excellent but, just as one was expecting an interval and a developing second act, the drama fizzled out in a plausible but in this case merely farcical male punch-up.

D. J. Hart

Mary Cutler's *Left in the nursery*, performed by the Crescent Theatre company, opened with a chilling childhood scene. "Where's Daddy?" asks one child. "Who's Daddy?" reply the two youngest. "We've still got Mummy", says the eldest. The rest of the play, though, never matched this tension as it took us through the adult days of these four after their mother's funeral.

In fitting tribute to experience, David Calcutt's *Playground* was the find of the festival. Beautifully acted by the Birmingham Youth Theatre, directed by Les Stringer and Tony Grady, giving teenagers the challenge of playing juniors, we saw seven vulnerable little people during their playground meetings in one day. The acuteness of the author's pointing up of the momentousness of every ordinary moment was cruel and enlightening to watch.

Among the professional guest appearances - the competition plays were all acted by amateur groups - and the late-night reviews, the guest-led workshops (Mike Alfreds and Steven Berkoff) and Roger McGough's brilliant readings, there was one brilliant touch that few people knew about. A 20-minute play, called *Unlabeled Soldier*, had been sent in by Andrew Williams, aged 15, from Oldbury. It was the first play he had ever written and one of the schools workshops was devoted to working on it. Biddy Roberts, a drama tutor at Aston University, with Andrew present, warmed up 14 local comprehensive school pupils to the point where they were able, without ever seeing the script, to improvise a super little play, faithful to what Andrew had written. It was a model of how to match personal experience and enthusiasm for acting and style, and by itself justified the festival's hopes.

Olympiad

The Flying Scotman. By Sally Magnusson. Quartet £2.50.

After a second viewing of *Charlton of Fire*, David Puttnam's magnificent account of two Olympic runners and their heroic bid for supremacy, I turned with interest to the book. Sally Magnusson's biography of Eric Liddell is a comprehensive survey of the principal landmarks in the life of the celebrated athlete, moving through the early athletic career and even leading up to the 1924 Olympic Games, and subsequent years as missionary in China.

From this study of the legendary hero emerges a portrait somewhat different from that which popular mythology has depicted. The author specifies the object of her quest: to discover the propelling force behind the man, and to understand the power of his influence, and in doing the image of Liddell as intellectual and powerful public speaker, hero, and a man whose religious beliefs were never play to intellectual doubts. Eric Liddell's personal success appears to have been determined by two principal factors: an unshakeable faith, and an ability to find the joy in a language realm of redemptive psychology. The author appears quite simply to opt out of any exploration of deeper layers of the subject's mind, much of the subject's material seems merely to support pre-existing claims. The author's achievement must be seen to lie in different areas. She presents her findings with modesty and restraint, nowhere does she adopt the self-congratulatory tone that obtrudes in many biographies.

Penny Turnbull

CHILDREN'S THEATRE AND EDUCATIONAL DRAMA

"WHY DOES TEACHER ALWAYS GET THE BEST PARTS?"

By John Norman

The title of this article is a question I was asked at the recent NATD Conference at the University of Keele, after teaching a group of mixed 12/13 year olds in a lesson designed mainly to enable all taking part in the conference to study the work of an individual child and focus upon learning outcomes.

The children, although not very experienced in whole-group drama, were bristling with ideas and very determined to get on with the action of their play. The context of the drama, which had been discussed with the children during our one previous meeting, was centred upon the community of Durham Cathedral in the twelfth century and specifically upon the dedication of the Sanctuary Knock. I chose this powerful symbol of refuge, identity and "assistance without judgement" because of the richness of available meanings it offers.

My aim as a teacher was to develop and test the children's commitment to the rules of sanctuary which they had framed when confronted by a fugitive who, by virtue of his crimes, was not particularly deserving. Indeed, his very presence was a threat to the community's standing with the Lord High Sheriff, who especially wanted to catch this man.

After our initial talk through, when roles and functions were allocated, cooks, gardeners, scribes, monks, nuns, wine makers and, significantly, a very stern and single-minded Abbot set about making their drama with verve and imagination. The two hours which followed may best be described by reference to the old story of the hare and the tortoise. The hare rushed ahead, rule-making, praying, working, sleeping, processing, while I struggled behind, desperately attempting to

focus their activity. Whether this particular tortoise got there first in the end is for others to judge.

There were many issues arising from this lesson which merit lengthy consideration. Observers commented upon the effect their presence had, the problem of historical accuracy, and the natural tendency in a "one off" demonstration lesson to ignore the possibilities of related "consequent learning" areas and press for a solution. However, the issue which seemed to be most contentious was the teaching style which I had chosen to use; that of teaching in role. Reactions varied from "admirable" through "interesting" to "dishonest, hypocritical and irresponsible", this last description from a group of observers who were clearly not enamoured of my teaching.

I am always a little surprised by observers' reactions to demonstration teaching, but the particular ferocity of this response leads me to ask "Why does teaching in role elicit such strong responses from teachers and polarise opinion like no other issue in education?" It is not uncommon for teaching in role to be described as "overt manipulation" and this occasion proved no exception. Frequently, teachers and students, filled with righteous idealism about child-centred learning, seem to forget that the nature of schooling is a process of manipulation and implicit message system, in which those who seek the "right answers" prosper.

Somewhat a process of covert manipulation is acceptable, but a teaching strategy like teaching in role which is so openly manipulative, even if part of a contract negotiated between teacher and children, causes hackles to rise.

The crucial questions which are so often overlooked by critics of teaching in role are "To what end and for whose benefit is this particular strategy being used?", and "Is there some qualitative difference between this process and the more normally accepted teaching strategies?"

The literature of Drama in Education and the pioneering work of Dorothy Heathcote and Gavin Bolton is rich in exposition of the value and functions of teaching in role. The technique implies possibilities of using the natural momentum of the children's dramatic belief, status and commitment within the drama, raising tension, focusing thinking, all without constant interruptions from "teacher". Perhaps I can best summarize these possibilities by saying that teaching in role offers the opportunity of how to teach without being teacher. Children learn very early a great deal about teachers, their behaviour, expectations and how they are best pleased. They learn that teacher is usually right and develop the skills of providing expected answers to closed questions.

They become adept at predicting the range of roles and responses appropriate to teachers and modify their behaviour accordingly. It is precisely in offsetting this stifling view of teachers' normal behaviour that the potential of teaching in role lies. Suddenly, here is a teacher who can be wrong, doesn't know, who may be questioned, criticized, excluded, challenged, even ignored. But also a teacher who listens, asks for advice, needs help, seeks reassurance and who thinks your ideas might be important.

Obviously, children know that you are still teacher but, for the period of the contract, it is possible to create

what I have called elsewhere "a role dissonance", that is, the greatest gap or distance between the children's view of a teacher's normal role set and their view of you within the drama. Thus roles which are not of "parallel status" are usually most productive.

The effect of this new perception of teacher can often be quite startling, but can never be less than liberating. It can create in the children a corresponding "role dissonance". Now in the drama they are encouraged to take responsibility for what happens, freed from the debilitating consequences of getting the "wrong answer" and required to take roles and decisions not perceived as possible in their normal role set. Underlying this approach are a number of ideas to do with the significance of self concept, the social construction of reality and the factors which are most influential upon learning.

In an article of this length, it is not possible to explore these in detail but I hope to have hinted at a particular perspective which may be useful. The job of the drama teacher, in my view, is to use the medium of drama to provide learning experiences for children. These must be characterized by a feeling engagement on the basis that what children care about most they will learn best. Thus the role of the teacher is to enable, to give real responsibility to the learner, but at the same time to manipulate the potential of the dramatic medium in such a way as to focus learning areas for the child.

The essential difference between this form of manipulation and various other lies in the willingness of the teacher to avoid prescribing that something shall be learnt and by making learning areas available accepting the child's right to make his own meanings.

The kind of drama which is a series of teacher-directed exercises or involves going off to do the group play offers little potential for serious learning. Indeed, the kind of over-sensitivity which avoids any intervention in the children's work is at best lazy and naive, and at worst a betrayal of the function of a teacher.

Teachers, then, "get the best parts" when teaching in role because their function is to manipulate the power of the medium to provide the greatest possible dramatic engagement for the participants. The aim of this engagement is to focus learning areas and to offer children the opportunity to perceive new possibilities and powers for themselves. It is a difficult technique which requires skill and patience, and not a little good humour. In the lesson which I have mentioned, the role that I chose was that of a low status sculptor of door knockers who had to be taught to write, did not fully understand the significance of the knocker he was to make, was not paid for his labours and, finally, as a result of asking too many awkward questions was bundled out of the cathedral and out of the lesson.

Perhaps it was not the best part after all! But it was a role that enabled me to try to fulfil my function as a teacher, however unsuccessfully, in a manner appropriate to the central values of the medium. We should not settle for less!

John L. Norman is senior lecturer in Drama, Newcastle Polytechnic.

A report of this Conference including a description of this lesson will be available from Maggie McNeill NATD Secretary, 15 Tamworth Park, Mitcham, Surrey.

INTRODUCING 2D

By Ken Byron

"What a good idea! We need something like this. At the moment there is just a big hole."

Dorothy Heathcote's comment on the idea of a new drama and dance magazine was typical of the reactions from the many individuals and organizations I approached to ask: "Do we need such a magazine? - and if so, how may we best set it up?"

2D will have a policy of publishing material by those individuals who are pushing forward the boundaries of our thinking and practice in drama and dance. But it will also offer material which offers clear, practical guidance for the teacher who is inexperienced and lacking in confidence. Some material may be by novices to drama or dance work because their accounts of their first attempts may well be of more use to other novices than the advice of an expert. Political issues, such as the effect on drama and dance of falling school rolls, financial cuts and the core curriculum debate will also be examined.

Book reviews will of course be included in every issue.

As well as being a vehicle of communication for practitioners, 2D will be a voice for these practitioners to the outside world and, in particular, those whose decisions affect provision for drama and dance in education. This is

crucial, especially at the present time when, in the words of last year's National Report on Dance Education and Training in Britain, "Much of what has been achieved in arts education... during the past 35 years is now seriously at risk. We have to sound the alarm".

2D will demonstrate forcibly to outsiders the aims and importance of drama and dance in education and the quality of work in the field. 2D will be UK-based, but it will draw increasingly on writers world-wide and have an international readership, in particular in the USA, Canada, Australia and New Zealand, but also Europe, Scandinavia and Africa. The aim is to share around the best thinking and practice from all these countries. 2D is promoted by Leicestershire Education Committee and is being established with the aid of generous financial support from the Calouste Gulbenkian Foundation, whose director, Mr Peter Brinson, has given every encouragement to this very necessary venture.

2D will have three issues a year, the first in October 1981. Annual subscription rates are £3.50 in the UK, £4.00 overseas or £8.00 for an annual subscription. Block subscription rates are available on request.

All enquiries should be addressed to: Ken Byron (Editor, 2D), Mount Grace Annex, Alma Road, Hinckley, Leicestershire, LE10 1PN. Telephone Hinckley 614875.

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extra PLAYING TAG

Brian Hayward on the "Theatre About Glasgow" company

The theatre world knows that the Glasgow Citizens' is representing Britain in major festivals in Holland, Germany and Venezuela this summer.

In the shade of this much-praised company, its sturdy infant, *Theatre About Glasgow*, or TAG in its helpful acronym, is in the struggle for life among the small fry of touring and educational theatre, only the fittest survive to tell their tales. Ten years ago in Strathclyde, the largest of Britain's educational authorities, a half dozen full-time educational theatres were at work; now only TAG survives.

It survives on its diversity and single-mindedness. Its diversity takes it to schools, colleges and community centres, performing modern plays, classics, and commissioned works.

Its single aim to present the best possible theatre to children of all ages. And what is the best theatre? Director Ian Woodridge has a threefold answer: "Performing in schools means that your audience is in a familiar, even humdrum, setting. You have to fight that and win. Its absolutely vital to start with a powerful visual image", for TAG this is regularly done by designer Shirley Bucklow, whose imaginative sets can eclipse a school hall and fit in the back of a van.

The second premise is that "we are all getting old, very quickly". TAG does not pretend that 22 is only eight years older than 14. The group makes a study of youth culture, reading all the comics and "fanzines", and forcing themselves to



Bassanio gets a shoeshine from the Gobbos, father and son, in the TAG version of "Merchant of Venice".

watch hours of children's television every week.

The third Woodridge law resembles the advice given to Battle of Britain pilots: "Fly a straight course for three minutes and you are a dead duck. Variety is the price of life in the constant dog-fight with a school audience. And just because children are the most unsophisticated audience in the world, don't think you can patronize them."

For a company which meets most of its annual 30,000 audience in schools, TAG is resolutely "anti-educational". It is a children's theatre, and they are content to leave teaching to the professionals. Their idea of misplaced energy is a drama-documentary on "Sewage disposal in Glasgow in the 1890s". "That can be done by chalk and talk," says Ian Woodridge, "and then who needs us? We do what the teachers cannot do."

What they do is go into schools with relevant plays. Their regular writer, Stuart Paterson, goes to schools to talk to teachers and children. "Through the customers may suggest the theme, what TAG comes back with is theatre, not a dramatized lesson. So *Apes-Talk* might seem to you and me to be about ecology, but to the Primaries it is a good story about a rebel Glasgow boy, with a real boy's problems, who one day happens to take a friendly ape home from the zoo. The same vein of natural fantasy is apparent in *The Secret Voice*, pitched at the top Primary class, and featuring Linda, a girl who jibs at moving on to the secondary school, and instead stays in her bedroom with a fantasy friend.

These performances are pure theatre, unmixing with preparatory material, audience-participation, follow-up projects, or whatever. This is not to say, of course, that TAG does not have spin-offs. Good teachers make good use of the energy generated by the company, which some times may be dangerous and disruptive.

In the TAG production of *Merchant of Venice*, Shylock was played by a black actor. Sadly for a city with some pride in its cosmopolitan character, in one or two of the inner-city Glasgow comprehensives, the odour of racism was wafted in with calls of "Off the stage, nigger". Whether or not Shakespeare had deliberately challenged his audience to shop abuse at Shylock, TAG gave

teachers an intelligible framework in which to discuss the responsibilities of living in a multi-ethnic society.

"We can't afford to be subversive," Ian Woodridge grins, "but the arts include theatre as well as poetry and music. Theatre is not a nice quiet activity that can creep into a school and creep out again. Maybe we stir them up a bit, and lay the teacher's reaction on the line, but the teachers seem to like it."

For many actors, educational theatre is the thorn hedge you have to scramble through to get your Equity card, the passport to the over-grazed pastures of real theatre. TAG has tried to change that. Pull-blooded children's theatre has its appeal; talented performers like Donald Crerar and Patricia Ross come back season after season for the "nine schools a week" routine; actors who have taken their first contract out of drama college with some dreary rep come in for the challenge and excitement of the work. TAG's spectrum of plays helps, as does the size and variety of Strathclyde, and the invitation to arts festivals.

Best of all, once a year the famous parent stands aside, and they get the stage of the Citizens' Theatre. Not with a special production, mind you, but with the schools' show they are currently touring. It is then a wise child knows its father. As Ian Woodridge puts it: "There's a feeling in Glasgow that the theatre audience is regularly getting something massively exciting. So when we get into that big house, there's a compulsion to come up with something exciting, or be ignored."

"Having the Citizens' as a parent has another advantage: 'The special thing is the freedom you get here. The same artistic freedom that Giles fought for and won in Glasgow he gives to everyone who works here. We know in TAG that we can mount our productions any way we want. Very few British Reps: directed by a parent would have allowed us to do *Merchant of Venice* the way we did."

Having watched TAG at work in children's and community theatre over the past few years, I get the feeling that TAG and the illustrious Citizens' Company share more than a building; and that when it comes to sharpening the theatrical appetite, what is sauce for the goose is sauce for the gander.

Brian Hayward is Lecturer in Drama, Jordanhill College, Glasgow.

"E IS FOR ENERGY"

Gillian Thomas on the Daylight Theatre

Every face showed amazement as the junior children of Wheatley School, Oxfordshire, filed into their hall to see *E is for Energy*. They were ushered round what was plainly meant to be a jungle clearing by a skin-clad inhabitant who introduced himself as Sha.

Primitive cries came from behind a leafy screen, and Professor Colander, binoculars in hand, strode in searching for the Chabi Chabi tribe in a South American jungle.

This was the Daylight Theatre, touring group of three actors: Hugh Young, Roger Burfield and Isobel Arnett. The play about uses of energy was written by Hugh and sponsored for performances in 99 primary schools by the Department of Energy as part of its education programme.

With Sha dragged back to energy-guzzling Europe by the professor, the message, throughout was perfectly clear, though entertainingly presented: Don't squander the world's precious resources.

The group was set up four years ago under a job creation scheme by the county drama adviser in Gloucestershire, John Barker. Based in Stroud, it began by depicting historical events, also scripted by Hugh. When the year's funding came to an end, they formed a company and added plays on a conservation theme to their repertoire. They now visit 300 schools a year, with a different play each term.

"Conservation is a subject that particularly concerns me and it works well in schools because it is both topical and relevant to every child," says Hugh.

"Through live drama I believe you can involve an audience far more effectively than, say, a video programme ever can. Question and answer sessions with the children are also an integral and most crucial part of every performance."

Asked about the professor's energy-intensive home, the Wheatley children were eager to point out how she had turned up her central heating because she was cold and promptly proceeded to open the window. She also left doors open and lights on - little wonder her fuel bills were high!

The play also explored the uses of alternative sources of energy - solar, wave and wind power - though not blatantly controversial topics, like nuclear and environmental issues.

The group encouraged subsequent classroom work by issuing the Department of Energy's schools pack.

However, most teachers already had planned how to follow the play up and said it provided a useful starting point.

In fact, Hugh prefers teachers not to anticipate their visit with any preparatory work. Ideally they like their appearance in school to be a complete surprise which they believe gives the play the most dramatic impact.

Certainly after the performance I attended, the children were anxious to take the conservation message home and posed plenty of questions afterwards.

"My Mum always boils the kettle twice and leaves lots of doors open," said one 8-year-old. Another wished they had not had their fireplace taken out!

They were intrigued by the costumes and props, too, asking where they had come from - joke shops and jumble sales mostly - and were keen to handle them.

"Being able to come into close contact with us means a great deal to children of all ages and we are glad to respond to them," Hugh says. "We are particularly aware of this need when playing to children at special schools."

"The questions are important, too, as our aim is to act as a catalyst to the children's thinking. Naturally to keep their attention, the play, whatever its theme, must also be entertaining, with a good story and plenty of music and dance. We ourselves certainly have fun which seems to rub off on the audience."

However, keeping a touring company on the road in times of escalating costs is by no means as rewarding financially. The charge is a bare minimum of £40 for plays which are not sponsored. They keep costs down by rehearsing in their own living room, building scenery in the garden shed, humping it round in a transit van.

Nevertheless, both Roger and Hugh, the co-founders, firmly choose to work in schools in preference to repertory or television in which they also have experience. They like the immediate feedback they get from children and the control they can exert over the script and where they perform.

Details of the group's autumn programme in schools have yet to be finalised but the hope is that the Department of Energy will sponsor another play, this time for secondary schools in the north of England and Scotland.

THEATRE AND EDUCATION

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SETTING UP LINKS

Nigel Toye describes TIE work by secondary school students for junior schools.

The most obvious reason for developing theatre-in-education projects within a secondary school is that there is a ready-made audience and a relevance for such work.

Near every secondary school are feeder junior schools and this started me thinking of secondary and junior students meeting through drama as a way of setting up links to help students when transferring from one to the other.

But the relevance and importance of the work is far greater than that; for example, a project can develop drama capabilities for both sets of students. It can link with and explore work from other areas of junior schoolchildren's timetable.

Furthermore, if it is truly participatory TIE work, the imaginative freedom of the younger children is often an example to the older students, who have to truly improvise if there are openings for the younger children to contribute.

Similarly, "Working with Junior Schoolchildren" has become a project idea that many of my C.S.E. candidates take up.

And finally, the work can more closely link education drama, improvisation and theatre than much other work, and proves how much the areas overlap.

Here are some of the guidelines I have evolved over several such theatre-in-education projects:

- We visit and meet the children to explore their interests and current work. However, we have taken subjects we wanted to do and presented them without prior contact. At one stage we did a pantomime each year specially adapted for participation, and simply visited each school on a set date.

- We work on the idea intensively for a short period - half a term's preparation, half a term's performance. A term's project in other words. Alternatively, the project can be even more limited - for work with only one group of younger children, and only one performance.

- We keep scenery and costumes to the most functional, using what we have or can make easily. Pre-visits and contact with a particular teacher and class mean that they can make things and practice songs if this is helpful.

- We stage shows of about an hour length. It is possible to do two sessions in a morning or afternoon this way.

On performance day the juniors come into our hall, which means we can create a special environment with lights and slides. This is also a special visit to "the big school" for them.

However, we have also "toured" to their halls. This can be exhausting but a great challenge for my students as the production has to be transportable and the organization problems are good experience for my students.

There are disadvantages - time, transport, the lack of lighting and the problem that many junior school halls do not "black out".

Each performer is introduced to and works with one or two of the juniors. The senior looks after them and works on guiding them through the piece. This helps them feel secure and can help overall control of what happens. For example, when you want them seated, if the performers sit the juniors will follow suit.

I usually have a "leader" for the whole piece or for each section, who can be a character in the piece or a sort of narrator. Students with good presence and a good rapport are needed here. When starting an inexperienced group it is often best to take the lead yourself.

Some people think a theatre-in-education team should be only half-dozen strong - or less. But a secondary school student team can be much bigger, which can be an advantage.

For example in "Looking for Lucy", a piece based on music and characters from *Sergeant Pepper's Lonely Heart's Club Band* by the Beatles my group of 30 was split into two halves. In one



A fifth-year student working for her CSE with a pupil from Studland Rise First School, Royston.

performance one group was Sergeant Pepper's Band, guiding the juniors on the journey to look for Lucy, the heroine who had been captured by the villains. The others played the parts of Lovely Rita-Metre-Maid, Billy Shears, Lucy in the Sky, Mr and Mrs Kite, The King of Backwards Land and his people, Captain Flash Gordon and others. Then for the next performance the groups reversed roles.

I learned early on that, especially with under 10s, pieces must involve the children often. Avoid performances that demand the audience should sit and watch the actors perform. Of course, most professional groups have to have audiences of 100 upwards so that they can reasonably charge the fee they need and this limits the amount of participation.

One great benefit that school groups have is working with a single class, taking only 30 or at most, 40 children, for each session. In "Looking for Lucy" the children were members of Sergeant Pepper's Band; learned particular instruments; marched and sang on the journey; and solved the problems we presented them.

Naturally, you have times when they are only sitting watching you, but not for too long.

There can be enough school-based theatre-in-education groups to service all the schools in an area, without having to have mass audiences at each performance. That is our particular contribution.

As my group members became more experienced at improvising during a performance, at handling the very different ideas and contributions each new audience brought, we tried to have more open situations so that the children could be really deciding where the story went. I am not satisfied that we have explored this area fully. I hope to have one project which could last an afternoon with materials, paint and make-up available. Then to present the children with a flexible situation.

We have worked mostly with seven and eight year-olds. Some of the past projects tackled by my drama groups were:

- *Litter-Bugs*, a fantasy looking at the problems of litter.
- *Story-line* where we looked at popular stories and characters. This included one element where a volun-

teer from the children chose a well-known story and "told" it so that my group then acted it out under his or her direction without rehearsal.

- *Shipwreck* which was based on some work my drama group had been doing on *Lord of the Flies*. The children became shipwrecked seamen and looked at ideas on how to survive.

- *Super Person* A fantasy based on a Superman Superwoman conflict with the children as arbiters and supporters.

- *Jack and the Beanstalk*, which had set scenes for the audience to watch and moments for the children to be villagers, the giant and even Jack himself. I always adapt any set story to suit the numbers in my group, feeling free to invent new scenes or characters. We had Jack's Auntie in the production of *Jack and the Beanstalk*.

We have also worked on one piece for other sixth forms - *Shap Out of It* - on mental illness. This was fascinating in setting us new objectives, but again we tried participation. We were rightly criticized for not pushing our audience far enough, but as with all projects involving participation there is an unknown factor of the audience. Meeting with your audience first, as with the junior schools, can help you to predict their response and know how far you can go.

Recently I have introduced a theatre-in-education project as a set part of the C.S.E. drama group's course. We took a story about rivalry in a village, and the effect of the arrival of a tramp, as a piece to do with one particular junior school class.

My fourth year C.S.E. group linked up with a class of six and seven year-olds who were working from the BBC programme *Watch* which dealt with Ancient Egypt and the Moes story. We chatted to the group and their teacher, learning how much they knew of Ancient Egypt. We arranged to use their knowledge, the masks, and head-dresses they had made, and a song, in our piece - *Egypt into the past*. Our aim was to put their knowledge into dramatic settings and testing situations.

continued overleaf

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The piece was evolved by my students working in four groups, each in charge of certain of the scenes. The scenario we developed was: check-in for the flight to Egypt; the flight, with in-flight orange juice; arrival and identification of location, using slides; discovery of a tomb and a strange professor; arrest by Rameses' guards for violating his tomb; building a pyramid; escape, with the children supplying the solution to the problem; a sandstorm and how to survive; the Red Sea and how to cross it; the Sphinx and a set of riddles to solve, including deciphering hieroglyphics; arrival at the promised land.

The first performance was a great success from the seven-year-olds' point of view. But we ran out of time and had to cut short our sequence. So we arranged a second performance with another group who had seen the same BBC programme. This time we had no time trouble and both the groups got totally engrossed. However we had one slight mishap with the tomb scene, where our adaptation of a huge stage cupboard and its "mummy" were too much for two sensitive youngsters who became frightened. So my team learnt another valuable lesson in judging reaction and how to lessen over-intense atmosphere. The project lasted more than half the summer term and we still felt we could have spent more time on it.

This sort of work fosters strong ties and useful contacts between schools. It gives drama groups very definite aims - improvisation, make-up and writing - and stretches them in performance in a way that no other work I know does. I recommend its problems as well as its enjoyment.

Nigel Toye is head of drama at Meridian School, Royston, Hertfordshire.

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USING THE T.I.E. METHOD

By Tony Jackson

Theatre in Education (or TIE) has undoubtedly proved itself over the past 15 years or so to be a valid and important part of education - at least in those areas where it has been properly funded and encouraged. However, there ought to be far more TIE in schools than there is; an easy statement to make of course and one that may hardly seem appropriate in the current economic climate.

The likelihood of a massive expansion in the number of professional TIE companies in the near future is to put it mildly, remote. But the point is that, irrespective of the number of companies we think ought to exist, there is still a need for something more - for TIE work of a "grass roots" kind, co-existing with and complementing (and certainly not rivalling) professional TIE but generated from within the educational system; a range of TIE work, that is, both needed and well within the realm of the possible.

What I am not advocating, is TIE on the cheap, a poor second-best to the proper provision of an expert and professional TIE service - from it. Rather, I believe that much greater attention should be paid, in all sectors of education, to what TIE has to offer as a working method.

I am of course here thinking of the "TIE method" primarily in the terms of participatory theatre projects which have become the main hallmark of TIE. That method will continue, I have no doubt, to be pioneered from outside the education system by the theatre companies themselves, but it is one that all of us need to learn from and draw upon - especially at a time when we appear to be on the brink of massive shifts in the secondary school and further education curricula (education for leisure - or unemployment rather than for career).

Whatever changes, curriculum planning will need to be imaginative and to explore all possible ways of encouraging young people to look at and engage constructively with the real world. And in this realm, TIE

has scored time and again, notably in its willingness to tackle difficult areas such as racial prejudice, politics and the problems of the disabled, and in its successful handling of such subjects by means of a unique blend of theatre and pedagogy.

If the TIE method is to make as full a contribution to the development of education over the next decade as I believe it ought, then there has to be a much wider grasp and use of that method within education. Team teaching in the classroom is one obvious area which could profit enormously from TIE techniques (and already has done in several scattered instances). And there is surely a role here too for the drama and education departments in higher and further education. For the TIE method offers the opportunity not only of workable and effective students projects devised in collaboration with teachers being brought into schools but a valuable educational experience in its own right for the students themselves.

Whether part of a teacher-training or actor-training programme or of course exploring the relationship of theatre and society (does theatre have any utilitarian value?), sustained and rigorous preparation of a TIE project, from research and devising through to presentation in the classroom, can prove a challenging and highly instructive exercise.

Surprisingly, little is actually being done. To my knowledge, there is at present only one full-time course in the country that offers systematic training in community and young people's theatre (at Rose Bruford College); and by large the acting schools ignore or merely nod towards TIE; and no more than a handful of colleges, polytechnics and universities offer any serious course-work in TIE.

The reasons for this are many and in most cases have to do not with lack of interest but more with problems of logistics and priorities; there is still in some quarters, however, an incomplete grasp of what disting-

uishes TIE from children's theatre and among some the feeling that a certain mystique surrounds TIE in which the "actor-teacher" is seen as some rare mortal able to master two seemingly incompatible professional skills and whose job therefore must be way beyond the reach of ordinary folk.

Whatever the misgivings it has to be recognized that the TIE method is available to us; so long as our sights are carefully set, within necessarily narrower limits than that of the professional company, it is possible to set up student TIE projects that are perfectly valid in their own terms, requiring only limited (though still immensely demanding) skills in acting and teaching - skills that are being taught anyway in much of higher education.

Space does not allow discussion here of how coursework of this kind might be organized, but the following brief example of one student project undertaken recently in Manchester may illustrate the kind of thing that is possible at this level. The programme devised was aimed at fifth year pupils following CSE courses in English and social studies and took as its theme "justice" and how it works or ought to work in society.

The basic format chosen was, simply, a simulation of a magistrates court. The classroom itself became a courtroom, set up to hear a fictitious case of robbery and assault involving two defendants and several prosecution witnesses.

The student actor-teachers played the roles of all the characters in the story, the counsels for the prosecution and defence and the clerk of the court (whose job it was to advise the magistrates on points of law). The pupils themselves were split into four groups: a prosecution group, two defence groups and a magistrates group (who would themselves be reaching the final verdict).

After each group had spent some time working with their appropriate

actor-teacher (in role), finding out about the case and helping to view witnesses or defendants (by playing the "hot-seating" technique, well known in educational practice), the trial would commence - conducted with all the formality and theatricality inherent in a trial, but at carefully arranged points allowing brief opportunities for one or two of the magistrates themselves to pose questions to witnesses.

The verdicts reached at the end varied from class to class, but the surprise of many teachers was the success of the project with regard to pupils of low ability and usually lacking in both motivation and concentration would still be talking animatedly about the case weeks later - "Miss, did you see she was really guilty?"

"Well, I think she probably was." But she can't have because... It was their ability to formulate opinion and cite evidence to justify that particularly impressed teachers who had rarely, if ever encountered such articulacy and involvement in their pupils before. Moreover, an event had been a shared experience for teachers and pupils, one which could be discussed on equal terms and which in many cases became the starting point for a follow-up work on law in order, with visits to real-life courts and discussions with local police.

Given the close collaboration of local teachers, even a simply conceived and executed programme can have enormous teaching potential long as the content is clearly not in reality, the structure firm, and dramatic and the character portrayals fully thought through in the light of their educational function within the programme.

Tony Jackson is Lecturer in Drama, Manchester University; and editor of "Learning through Theatre: Ideas and casebooks on theatre in education", (M.U.P. 1980).

There is even a section on raising (jumble sales and discos) to follow each plot advice, you'll never make the rehearsal. One teacher I met staged *Under Milk Wood* as a macabre production. Poor lady, never saw the show, being a doctor's orders with a minor nervous breakdown.

If you read *The School Play*, which everyone should, only the shock of appalled recognition, your next production might not be a lot less awful. If you've produced a play before, this book could harden your resolve not to do so. School Plays may seem like a part of the impossible. But all you need is planning - and a bit of adrenalin.

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Mirror to the past, moral for the present

G. R. Elton on the historical essays of Lawrence Stone

The Past and The Present. By Lawrence Stone.
Routledge and Kegan Paul £8.75.

Lawrence Stone has joined the increasing number of historians who have explained their professional creed. He has done so by collecting essays written over a period of some 20 years; three discussions of aspects of historiography and 12 longer reviews of books dealing with the sixteenth and seventeenth centuries. One naturally finds some inconsistencies and changes of attitude in such a collection; indeed, the author deserves praise for his willingness to admit fresh. Thus in 1976 he seemed to maintain that historical writings of importance must be constructed on analytical lines because the sort of questions which he regarded as worthy demanded this; in 1979, on the other hand, he turned to crying out the virtues of narrative. An earlier deep respect for the uses of sociology seems similarly to have been gradually replaced by doubts and turning towards anthropology. Nevertheless, as one would expect from a writer who holds strong opinions and usually expresses them in a clear, forceful and readable prose, this collection presents a single and recognizable historian.

Though one man, Professor Stone is not a simple man. It is not without significance that he, an Englishman

born and bred, should have fallen so comprehensively in love with France (no one is more respectful to the pundits of the *Annales* school) and should for the last 14 years have held a chair in an American university. He tends to preach the virtues of these alternative spiritual homes while remaining critical of the standards prevailing in his country of origin, and he totally ignores what goes on among the historians of other nations, most noticeably those of Germany. Yet his use of those non-English influences remains very markedly English. He shows no interest at all in the philosophy of history, nor any philosophical interest in the social sciences towards which he extends so welcoming a hand, though his admiration for their potential and achievement is tempered by some shrewd criticism. His sole concern is for the help that they may offer in the solving of questions which is part they have first brought to the historian's mind - a strictly pragmatic attitude. Even his call for a reunion of all social studies under the aegis of history really signifies only a demand for a comprehensive historical view of the human past and has nothing to say about the methodological, epistemological and ideological problems inherent in any such amalgamation. Quite plainly, he is a moralist and not a philosopher.

A similar absence of really fundamental analysis informs his reviews

which, being slightly re-composed from their original versions, are designed to explore what he sees as the major problems of his chosen period. His criticism is often acute and occasionally generous, though he will turn savage (inaccurate and unfair) when he believes that moral values essential to his well-established conception of that age seem to be either ignored or attacked. Consciously or not, he judges everything against that conception - in effect taken over from Lawry, one of the three men to whom the book is dedicated - and he rejects what he regards as "revisionism" out of hand because it undermines the somewhat unsophisticated lines of interpretation to which he long ago decided to adhere. Emotion rather than reason then governs his reactions.

One point recurs through most of these essays. Professor Stone believes that there are two kinds of historians - those who take great problems and long periods, working in great sweeps (though he wishes them to be grounded in precise knowledge), and those who, to cite his unjust charge against the contents of some leading historical journals, devote themselves to "the scrapings and shavings of historical anti-quarianism". Regarding himself very firmly as belonging to the former category, he has before this reacted to criticism by denouncing as pettifoggery the ways of a new generation

of historians who questioned his large assertions by investigating his evidence and his treatment of it. He likes to contrast these scrapers and shavers with his own heroic generation which, learning from the fate that overtook the narrow specialists of an earlier era, built up monumental structures of beauty and meaning. It should be said that he is indeed among the hardest workers in the profession, a man who has read widely and strenuously in the sources, the commentaries and the theoretical analyses; and it is indeed commendable that he always seeks to fit his findings into a major thesis. But his sympathies collapse when similar labours by other people refuse to arrive at similar results.

Though Professor Stone has produced and written much, including some striking adumbrations of social and intellectual change, his fame rests essentially on two very large books which are full of both matter and ideas. The first (written during his sociological phase) studied the fortunes of the English aristocracy in the years 1560-1640 and discovered it involved in a crisis which left the monarchy bereft of its natural defenders when the battle with the gentry, dominant in the House of Commons, began. The second (pursuing more anthropological interests) concerned the centuries after about 1500 and organized the results around the

thesis of a great change in fundamental attitudes which postponed the very possibility of marital and parental affection until some time in the eighteenth century. Both these monumental structures have in fact collapsed. The aristocracy did not suffer an economic or functional crisis: it remained politically and socially ascendant, and the Stone thesis helped for too long to prevent historians from understanding its dominant role on both sides of the Stuart conflicts. As for the absence of genuine affection within early-modern families, the book had no sooner appeared than historians of all kinds and minds started producing evidence to the contrary.

Yet within both books there are several precise, convincing and attractive sections of what one may call conventional history, based on well-handled evidence and not at all affected by the discarding of the overarching interpretative theories. One thinks, for instance, of the brilliant essays on the expansion of London or on noblemen's education in *The Crisis of the Aristocracy*. Though the sweep moved through realms of unreality, the shaving and scraping - the good and solid work of detail - produced valuable lasting results. The moral is too plain to be spelt out, but should Professor Stone not widen his sympathies and cease to denounce a sort of history which he himself practises with distinction?

Paperbacks

Man and his god

Five Religions in the Twentieth Century. By W. Owen Cole. Educational Publications £2.85. 7175 0883 8.
Buddhism: A way of life and thought. By Nancy Wilson Ross. Collins £4.95. 00 215055 7.
Hinduism in England. Edited by David G. Bowen. Faculty of Contemporary Studies, Bradford College, West Yorkshire. £2.00 (including postage and packing) or £1.50 (at the college).

"Religion à la Carte" as Cardinal Basil Hume so crudely characterized religious studies, in giving evidence to the Standing Committee on Education Science and Arts, is certainly not the provision of a school's religious education department. And a book like W. Owen Cole's *Five Religions in the Twentieth Century* proves it beyond a doubt, for with his fair-minded approach he further underlines the strong and convincing moralist argument for the necessity of RE on the core curriculum.

Dr Cole, standing in the mainstream of post-sixties ideas on RE, presents a sensitively written and intelligent monograph that will prove instructive both to teachers and pupils alike, taking us through the basic tenets and affirmations of Hinduism, Judaism, Christianity, Islam and Sikhism, five distinct theist religious systems.

The thematic treatment means that there are generalizations, but these are always judicious, perhaps even necessary for Dr Cole's broad strokes and sweeping over-view tease the mind and stimulate the reader to consider the more important implications of these diverse religions set in parallel. He outlines the conceptual similarities and the practical differences through the various chapters.

A Dictionary of Operations: A Handbook for Patients. By Andrew Stanway. Granada £2.50. 586 08368 5 £2.50.

Some of us have only been beneficiaries of hospitalization at birth and the prospect of being entertained a second time is fraught with uncertainty. The rise of consumer consciousness in the last decade has given us insight into the building industry, the law and the body. A

tracing the common themes like Scriptures, Festivals and Worship, which offers insight and information. What the student is given in fact, is a readable and sensible text book for basic "groundwork" in religious studies. There are undoubtedly places where the gifted teacher could articulate some ideas more comprehensively and where he would supplement material, but these can be shortcomings in any textbook.

Two further books which could conceivably aid in "fleshing out" the framework provided by Cole are *Buddhism: A way of Life and Thought* and *Hinduism in England*. The latter, a small collection of papers read at Bradford College in Yorkshire, surveys lucidly, although rather stodgily for lectures, the background of Hindu beliefs, and, more important, explores the key problem areas in Hinduism's manifestation in contemporary British culture, particularly in Bradford and Coventry. This is valuable inasmuch as it is this local context that most school pupils first encounter a different religion. It will be more suitable in the teacher's repertoire than on the school reference shelf.

More worthwhile, in general terms, is Nancy Ross's book. A light and racy treatment of basic Buddhism, though with a heavy penchant towards Zen and the seminal work of Professor Suzuki in this area, it is comprehensive without being too superficial and would be an ideal first book for the cursory reader interested in the Buddha. Ms Ross's more elegantly phrased and perceptive insights trace an argument, as it were, in pinpointing the attractions of this completely selfless and altruistic humanism to contemporary man.

Ceri Sherlock

quick course in physiology is illuminating only in how we see our various appendages. The less than clear area is how the professionals see our welfare, if not health.

Dr Stanway has a number of handbooks to his credit, but this *Dictionary of Operations* has the dual function of allaying the mysteries of the hospital and the fears of the long complicated words which describe the operation or the complaint which it will cure.

Lois Rodgers

For the converted?

An A-Z of Children's Emotional Problems. By Tom Crabtree. Hamish Hamilton/Elm Tree Books £8.95 and £4.95.

The other day I paid a visit to Wormwood Scrubbs Prison in order to prepare a social enquiry report on a merchant seaman who during shore leave had battered to death his 11-month-old baby.

While I waited to be escorted over to his Wing, I began to glance through Tom Crabtree's book half hoping to find some helpful insights. Under the heading "Intense Dislike of Children" he dramatically describes the case of a woman who held her three-month-old baby over the top floor balcony of a large block of flats and contemplated hurling the infant to its death on the concrete courtyard far below. "Something prevented her from doing so," says Crabtree and then adds a cautionary note: "any of us (given sufficient stress) are potential baby batters."

This sobering reflection was interrupted by the sudden appearance of a prison officer: he re-checked the name and number of the man I wanted to see and muttered something about an administrative error; clearly, I faced a long wait, so now more in search of distracting curiosities than insights, I turned to "Awkward Questions Children Ask".

What does fuck mean? What means people having sexual

intercourse... its better to sex sexual intercourse.

I shuffled uneasily, recalling irrelevantly a conference of head teachers in Hertfordshire in the early seventies when I told them there were some emotions that given accurate expression came out as obscenity. The heads really set upon me - monstrous corrupter of language and life! But what about that questioning child created by Crabtree, staring naively up at its attentive parents: were we really expected to believe it had no inkling of the nature of its enquiry or was this perhaps just a try-on to see how those "with-it" - or "without-it" parents took yet another test of their tolerance?

The issue seemed worth pursuing more generally. I flicked forward to "Generation Gap". Essentially, says Crabtree, the gap is necessary space in which the young may discover how to stand on their own two feet. Fine! Adults are wise, he thinks, not to take up entrenched or inflexible positions: I make a mental note to be more patient with my teenage daughter. "Expect some quarrels," adds Crabtree. Oh, right! Just wait till she next wakes the whole household up at three in the morning! Not that I'll win, she'll be bound to have a mass of mitigation.

Just before being taken off to see my client I managed quickly to skip through "Lars". Crabtree sees lying as a complex problem, not made easier by the fact that none of us are

perfect. Well that seems fair enough but not to my merchant seaman, a stocky little man with a nervous twitch of the left eye; he immediately opened our discussion by telling me his custody commenced with an essential act of deception: "I told everybody I was in for armed robbery; if the other 'cons' had guessed the truth I'd have been castrated!"

For half an hour we necessarily shift around the central issue of his incarceration and then suddenly he spills the beans: "I couldn't stop baby crying; it made me feel so useless; I couldn't stand the feeling of failure!" I nod understandingly. Crabtree would have understood too; indeed, it fleetingly occurred to me that if the A-Z had been available that fateful evening perhaps matters might have ended very differently.

But then that's the way these things go. Pre-packed wisdom is rarely unloaded onto the right door-step; and when it is, it's not much needed. The Crabtree compendium, for all its friendly, folksy style and scientifically based psychology, must mainly convince the converted. Where enlightenment finds no entry, dreams fill the gap. "I wish that half minute could be cut out of my life," says the seaman and stares blankly at the wall he'll soon get to know so well.

Geoffrey Parkinson

Among the happy islanders

St Helena, Including Ascension Island and Tristan da Cunha. By Tony Gos. David and Charles £4.95. 7183 8075 3.

St Helena is best known as the island where Napoleon spent the last six years of his life in closely supervised exile. Cross duly devotes a chapter to this episode, but also attempts a more comprehensive account of the island's mercantile and colonial history, its climate, flora and fauna, and a survey of "the delightful amenities of this happy island community." A detailed guide to the main

tourist spots is provided with shorter descriptions of Tristan da Cunha and Ascension. A stamp collector might have some use for his list of definitive and commemorative stamps since 1960, and for the three islands, though that information is doubtless readily available in more conventional sources.

But Cross represents the island's desperate dependency on British aid as historically inevitable. The present colonial administration's achievements are approvingly and blandly recorded with no attempt to show their shortcomings. When this reviewer stayed on the island in 1975, many of the "happy islanders"

expressed resentment, frustration and despair at their plight and anger at the limited attempts at economic and social amelioration. Without wishing to deny everything that the present administration has delivered (notably a reliable steamer service), most objective observers would express some indignation that the end of the British empire should be marked by such an impoverished and unimaginative development effort. The 5000 people whose origins and connections with Britain date back to the mid-seventeenth century deserve better.

Robin Cohen

books

Children's literature

For happy holidays

Audrey Laski on the latest paperbacks.

Beaver is celebrating its fifth birthday with several of the books it is especially good at, lively and stimulating information books. The *Beaver Book of Lists* (Hunter Davies, illustrated by Graham Thompson 95p), its special birthday book, whose royalties will be given to charity, is marvellously typical in that it is a mixture of information which is really useful, information which is less but fascinating, and enjoyable nonsense, spiritedly illustrated. It has to compete with Cunningham's *Little Red Record Book* (Bronnie Cunningham, Puffin 95p), which is a kind of children's Guinness Book of Records; both tell you a great deal, but Beaver told me more that I wanted to know. I didn't want to know what the *Twas* Book of Silly Superstitions (Helen Piddock, illustrated by Bobbie Craig, Carousell 85p) had to tell me at all, but somebody might.

Much sadder information comes in the *Beaver Book of Fishing* (Alan Wrangles, illustrated by John Reynolds, 95p) and the *Puffin Book of Tennis* (Brian Glanville, £1.00), but they are very different kinds of book; *Fishing* is a guide to the sport, with careful drawings of fish and flies and a useful glossary, while *Tennis* is essentially and rather disappointingly a set of potted biographies. Another slight disappointment is a new series, *Outdoor*, Puzzle Books, by Alan Jamieson, with Philip Page's excellent illustrations, draws attention to Castles, Churches and Houses and Cars, Boats, Trains and Planes (Puffin 80p each) but the combination of quiz, information book and record book seems rather confused and unsatisfying. Meanwhile, the word-search jigsaw puzzle rolls on; *Beaver* have brought out their third *Find-a-Word* book (Pat Duncan, 95p). Only advanced readers need apply.

At the other end of the reading readiness scale, a delectable crop of picture books and easy readers awaits the picking. Very small readers will delight in the bear's dressing mistakes in *How do I put it on?* (Shigeo Watabe and Yasuo Ono, Puffin 90p), while *Ono and Tom go to School* (Carousell 95p) should be an admirable preparation for school or playgroup, full as it is of Shirley Hughes' chunky, reassuring pictures. Dealing with life's early problems is more symbolically expressed in Hans Christian Andersen's *The Ugly Duckling*, excellently retold and illustrated in a rich, ornamental style by Lorinda Bryan Cowley (Harcourt Brace Jovanovich, £1.95). In a totally different style, full of minute, engaging American detail, is Peter Spier's *Picture of the Fox Went out on a Chilly Night*; at the end of the book the tune is given so that, as well as studying the coloured pictures and colouring the plain ones, children's parents can sing the old song. Fox's eating habits cause distress to the poultry and their owner, Gregory's

are alarming to his parents in Gregory, the *Terrible Easter* (Michael Sharmat, illustrated by Josee Arneche and Ariane Dewey, Hippo, 70p). This is an engaging reversal of most families' mealtime problems, since Gregory is a goat, and his family want him to eat junk, while he likes exactly the sort of food favoured by people parents. By the end of the book a happy compromise has been reached in a cheerfully coloured and imaginative book.

The fictional animal who tries out life experiments that a child would like to undertake is a useful beast; Elmer, in *Elmer the Rat* (Patrick Cook, Puffin, 75p), has an unsatisfactory home and a dismal environment on the Sydney docks, and so stows away on a ship to The Other Place, hoping for better things; The Other Place turns out as sad adults would expect and Elmer settles with relief for getting home again; Patrick Cook is a cartoonist, and his own illustrations for his grimly funny story are full of nervous energy. Grimly funny in other ways is *Worst Witch Strikes Again* (Jill Murphy, Young Puffin, 85p), another story set in Miss Cackle's Academy for Witches; the girls' school story is kept alive for younger readers by these engaging absurdities. Anne Digby's attempt to do the same for older readers seems to be running out of steam; *Boy Trouble* at Trebleton (Granada 85p) lacks the verve of the earlier books in the series. There always seems, however, to be a new pony series about, and Joanne Webster's stories about Lolly and her willful pony Knockor are workmanlike examples (Horse on a Hilltop, Horses is Like People, Beaver, 85p), using the pony obsession as a vehicle for more general observations about growing up, especially when Lolly has to come to terms with a stepfather. Readers who like this kind of book will probably also enjoy *Vet on Call* and *Double Trouble* (Joyce Stranger, Carousell, 75p), a kind of junior *All Creatures Great and Small*, though the more soft-hearted may find some of the situations Tim Yorke has to deal with in his first veterinary practice too painful to endure. Because Gerald Durrall has a cheerful soul, his collection *My Favourite Animal Stories* (Beaver, 95p) is less heartrending, though the death of the board-hound at the end of a marvellous extract from *The Squire in the Stone* ought to draw tears.

Imaginative fiction seems in rather short supply at the moment, though there is one gem, *The Indian in the Cupboard* (Lynne Reid Banks, Granada 85p). Though this recalls a number of earlier stories about children having to deal with responsibility for tiny people or living toys, it brings a delightful freshness to the theme; the tiny ferocity of the plastic Indian brought to life by the cupboard is alarmingly credible. The

Bongleweed (Helen Cresswell, Puffin, 95p) is a less sustained fantasy; having invented the amazingly burgeoning plant, Helen Cresswell does not have much for it to do; the jacket by Ann Strugnell, who also illustrates the story, is entrancingly pretty, however.

Versions of Sherlock Holmes are proliferating as rapidly as the Bongleweed, but again the idea of Sherlock Hound is more attractive than the execution. Once Brenda Sivers has thought of a bloodhound who behaves like Sherlock Holmes, and his friend, Dr Winston, the joke is almost over, and the stories (*Hound and the Witching Affair*, *Hound in Highlands*, *Beaver*, 75p each) are rather thin. So are those in *The Flight of Nether Century* (Robin Chambers, Granada Dragon, 85p). On the whole, science fiction written deliberately for children has this tendency: however, the final story, "In the Beginning", has a curiously haunting quality, enhanced by its leading characters being two children called Peter and Jane.

The past is often richer than the future, especially when written about by Rosemary Sutcliffe. *The Lantern Bearers* (Puffin, £1.50) is one of her bleaker books, dealing with the grim time when the Roman army was abandoning Britain and a young officer, Aquila, deserts rather than leave his home country. The story follows him through a slow and hard maturing, not really achieved until his own son is a young man; it ends in a happiness which is triumphant but fragile. Cynthia Harnett's *Stars of Fortune* (Magnet, 95p) is less distinguished but has an exciting centre in the plots to rescue the young Elizabeth; the picture of sixteenth century family life is well drawn, though it is not easy to sort out the many children of the Washington family; however, it is likely to be with a pleasurable shock that the young reader recognizes that the family device with which the young Washingtons decorate their house is the ancestor of the stars and stripes, as they are the forefathers of great George.

A children's book by Thomas Hardy is certainly a curiosity, and for readers with the necessary patience not to be discouraged by the slight stiffness of the style and moralizing of the Man who has Failed, there is a good exciting story here, with all the fascination of caves and the suspense of a near-drowning. John Lawrence's woodcuts are extremely charming (Oxford University Press, £1.25). The same cannot be said of Lyndon Evans' harsh illustrations to *The Puffin Children's Bible* (in association with Lion Publishing, £2.50), though the picture of the Queen of Sheba is a handsome exception. Pat Alexander's retelling of a range of Old and New Testament stories is clear and unfussy, but has a somewhat nagging tone.

Getting of wisdom

Understanding Parenthood and Child Care, By Margaret Picton. Blackie £3.50 0 216 90738 1. *Childhood: A Study in Socialisation*, Themes in Sociology, By J. Flehn, J. Gates and V. Beecham. Harp £2.25 0 245 53253 6. *Talking about the Welfare State*, By Ruth Valentine. Wayland £4.50 0 85340 742 8.

Margaret Picton has written a comprehensive guide to childcare, taking the reader step by step from pre-pregnancy through pregnancy, birth, child development, and some of the problems parents and children experience. The presentation is straightforward, and the detailed description never gets tedious (there are lively illustrations by Doreen Lang), and I enjoyed the five pages on nappies. She has clear insight into the needs and feelings of small children, and manages to convey the hugeness of the task of parenting, and some of the satisfaction people get from doing it. Although she gives a realistic view of what it's like to be a parent, she doesn't often challenge conventional thinking; fathers can take their children out on Saturdays, for example, but only to let mothers get on with the housework.

The last chapter, on handicapped children and problem families, gets superficial treatment, and inclusion of the problems of race here is a mistake. In less than two pages, she talks about "coloured immigrants" who "flowed into this country", and seems to imply that their educational problems stem from their failure to adjust to the rest of us. This is a distortion and does not belong in this otherwise excellent book.

The authors of *Childhood* describe the process of socialization, ask whether youth can escape from it, and encourage readers to look critically at the institutions and people

who help the process along. Parents, teachers, comics, employers, school peer groups, the law and others are examined for their limiting effect on young people. The restricted lives of children, sexual stereotyping, youth culture, and the importance of social class are explored, using attractive written and pictorial material in a humorous way, and challenging pupils and teachers to self-criticism. There is a tendency to generalize, producing statements like "children from working class backgrounds are always been less cosseted" than others. Well, it depends what you mean by "cosseted" for a start.

Ruth Valentine's important book is part of the Talking Points series and is a skilful presentation of the role of the welfare state, the communities it serves, and the debate about the allocation of resources. The arguments are succinctly presented by well-chosen quotations from newspapers, politicians, and theatre, history and government publications, as well as her own past interviews with consumers, politicians and critics of the state. She demonstrates that different people's needs will lead to conflicting ideas about the purpose of the welfare state, and stimulates readers to understand and define their own perceptions.

The questions she asks to focus our attention on the issues are just impartial, they show a remarkable empathy with the feelings of people with very different personalities and choices. Pupils and teachers stimulated by using the book will appreciate the further reading list, which shows that understanding the welfare state is an understanding people, not just policies.

All these books are suitable for the secondary school, but older students will find them useful too.

John Doherty



Pelicans feed together by encircling fish and dipping their bills into the water at the same moment. This is one of many full-colour illustrations in the lavishly produced, remarkably reasonably priced (£6.95) *Hamlyn Animal Encyclopedia*. Stunning photographs, clear diagrams and straightforward text make this both accessible and properly scientific.

Flora and fauna

The Red Fox, By R. G. Lloyd. Batsford £15.00, 0 7134 1190 2. *The Mammals of Britain and Europe*, By G. Corbet. Collins £9.95, 0 0021 977 4 X. *Wild Flowers*, By M. Jones. World Lock £2.50, 0 7063 5999 2. *Mushrooms and Toadstools*, By D. Reid. World Lock £2.50, 0 7063 5999 2.

"Controversial" and "emotive" are mild words in the context of arguments about fox-hunting. Mr Lloyd has something to say on the subject in connection with the relationships of man and fox and with the control of foxes.

He is, however, much more empathic and authoritative when he is concerned with the history of the animal and the ways in which it lives, breeds, feeds and moves. There are some technical appendices and tables, but the whole scholarly work is readable for pleasure in the highest degree. Scientific detail there is in plenty, but it nowhere masks the fascination of this comprehensive study of a beautiful animal.

But of course the fox is an enemy of other species, and itself has enemies. There is good sense here about

survival, diseases (including rabies), the fur trade (including the important aspect) and much more.

Coincidentally, the fox is used in the cover picture in the *Hamlyn Animal Encyclopedia*, which deals with all the species which live in the British and continental Europe. Nearly 200 species are fully illustrated, with descriptions of appearance, physiology, habitat and adequate for identification and reference. Coloured paintings of foxes and voles, sheep and goats, wolverines and all the rest are accompanied by notes and additional drawings to aid recognition. Development, distribution and ecology of mammals follow in detail, with an index complete as a handy volume.

Added to the deservedly popular *Kingfisher* guides are attractive accounts of wild flowers and birds. The first ranges from the common buttercup to the exotic orchid, well illustrated data on distribution and identification; the second is informative on the structure of mushrooms, how to find, identify and possibly use them, and about their economic importance.

F. W. Kellaway

Make the most of where you are

Environmental Education: A Review ISBN 0 11 270344 8 £1.95. *Environmental Education: Sources of Information 1981* ISBN 0 11 270345 6 £2.95. Published by Her Majesty's Stationery Office.

The phrase "environmental education" is so familiar that it is difficult to realize that 10 or so years ago no one had heard of it. The Department of Education hopes that these two booklets will encourage its growth. The *Review*, prepared in cooperation with HM Inspectorate, is intended to pass on some of the thinking and development involved in order to stimulate discussion, particularly among teachers.

It covers the underlying philosophy, the progress within and outside

the educational system, the international perspective from the 1977 Tbilisi conference in Russia, and an appraisal of present and possible future UK activity.

With so wide a canvas in only 37 pages, there are inevitably great many generalizations. For example, "A basic aim is to succeed in making individuals and communities understand the complex nature of the natural and the built environment, resulting from the interaction of the biological, physical, social, economic and cultural aspects, and acquire the knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anti-polluting and solving environmental problems, and the management of the quality of the environment".

As a result, there is so little to get your teeth into that the chance of the booklet stimulating much discussion seems remote. Indeed its glossy cover and big page size (11 3/4 x 8 1/4 inches) almost suggest that the department expect it to succeed best by lying on coffee-tables.

The other booklet, on Sources of Information, lists national or regional bodies, which answer educational queries, and/or provide resources such as publications or films. In addition, at the introduction, says the local libraries, museums and organizations are often excellent initial sources.

The range of subjects covered by the 270 bodies listed is enormous. These include: The British Ecological Society, Lichen, Mycological Society, Nuclear Energy, Physiological, Periodical societies to the National Coal Board, the Sand and Gravel Association and Transport 2000.

Gillian Thomas

resources

Into a minefield?

Longman recently announced that they would publish computer programs. Carolyn O'Grady reports on the ambivalent attitudes of commercial publishers to computer software.

"A headlong rush" is how one publisher recently described the movement by commercial book publishers into the field of computer software. This is obviously an exaggeration, but a computer expert in education does report that he has been approached by over 20 different publishers during the last year for advice on the subject.

So far, however, only one commercial publisher, Longman, has actually entered into these very turbulent waters. Last month Longman announced that it is publishing five packages of materials on maths, biology, physics, chemistry and economics made up of printed materials and a computer program on disc or tape. The programs have emerged from various projects including the Investigations on Teaching with Microcomputers as an Aid project at the College of St Mark and St John in Plymouth and a project at Heriot-Watt University, Edinburgh.

Longman is now negotiating with the Schools Council to publish software emanating from the Schools Council Computers in the Curriculum project.

Longman have got a headstart in this field, but most other publishers are somehow involved. Edward Arnold publish the printed material which accompanies software produced by the Computer in the Curriculum project, but customers have to apply separately to Chelsea College, the originators of the programs, for the software.

Joan Angelbeck, Arnold's editor for science and mathematics, said the company were thinking "very seriously" of publishing programs but they were worried that educational software would become "public domain" - available free of charge through educational bodies such as MUSE, an association for micro-computer users in schools which is setting up a computer software library, and perhaps via Prestel, the Post Office's videotex system.

Other publishers were more positive. Macmillan Education have formed a special video and software development unit which is investigating their role in the production of computer software and videodiscs.

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the Commodore Pet. Next year they may have software available for the BBC microcomputer.

Microcomputers are proliferating. Next year other new machines may emerge including the Apple III and the Commodore VIC, in which case a publisher would have to decide whether to produce suitable programs.

The Schools Council Computer in the Curriculum project have already discovered the drawbacks of the involvement in a fast moving technology. Most of the programs produced by the project are now being revised to take account of the graphics capabilities of some of the newer machines.

Apart from machine changes and improvements publishers also have to keep up with fashions in and modifications to program languages.

The Longman programs are all written in BASIC. Mainly, said Michael Spicer, who is in charge of the project, because "it has a head start in education". But he recognised that other languages are attracting the attention of schools and may catch on. But even if BASIC does remain the lingua franca of schools computing there are still constant revisions and modifications to be made. Research Machines, for example, have revised their BASIC twice in the last few years.

Another technological impediment is the potential role of Prestel. Prestel is theoretically an ideal distributor of computer software, but at present it is too expensive for schools. Eventually, however, it might be possible for commercial publishers and/or educational organizations to distribute software along the telephone lines, straight on to a school's computer, a development known as "teletextware".

Another difficulty publishers face is that of assessing software. Subject specialists who can also judge whether a program is economically written and "bug-free" are very rare

indeed, says Mr Spicer. To produce high quality software requires skill, dedication and time and many educators doubt whether the publishers would be able to invest enough money to commission or produce and then maintain the required standard.

This is a fear which is apparently very much in the mind of the DES-funded Microcomputer in Education Project team who have recently been holding meetings with individual commercial publishers and the Educational Publishers Council to discuss software standards and costs.

Highest standards

The MEP were setting the highest standards, said Mr John Anderson, deputy director of the project, and were also trying to persuade publishers not "to make vast profits from MEP-funded projects" in order that schools could afford the products.

The final problem, and one that is universally acknowledged, is copyright. Most publishers are aware that their books are copied, and don't seem unduly worried about it. But all are very concerned about the ease with which a computer program can be copied - in about 30 seconds with the right equipment. And copyright law relating to computer programs is virtually untested.

It is possible to produce programs that cannot be copied, but this is expensive. Moreover, as Mr Spicer points out, discs are exceptionally easy to destroy so a school should be able to make a copy for its own use and keep the master on file.

Longman have opted for a form of licensing agreement which allows a school to make as many copies as it likes for its own use. But they are resisting pressure to sell licenses to resource centres or L.E.A.s as they are finding it hard to "arrange at a sensible fee". Many resource centres, said

Mr Spicer, seemed to be talking about a nominal fee.

Mr William Tagg, director of the Advisory Unit for Computer Based Education at Hatfield argued recently that it was extremely important for education that software writers got their due reward. "Good software writers", he said, "are very few and far between. If they are to continue working we have to make it worth their while."

However, in spite of the problems, uncertainties and the recession most major publishers are apparently at least considering entering the field. Many are probably waiting to see how Longman fare or until the situation in schools is more settled. Following the announcement of government subsidies for certain computers, which many schools were waiting for before deciding which computer to buy, the situation should become clearer.

Mr Spicer argues that the commercial publisher's role is in the production of integrated packages. Non-commercial projects in education which are producing computer software don't have the expertise or facilities to produce print materials, nor do they feel that they should do the detailed, gruelling and essentially uncreative work involved in updating and maintaining software or duplicating it for another machine. Commercial publishers, he feels, can undertake this.

Brian Jackson, director of the Computer Advisory Unit at Chelmer Institute of Higher Education, disagrees. He argues that publishers are "not awake to the problems of maintaining software", and that they would do better to involve themselves in the dissemination of ideas and information about computers and computing in education and to leave the distribution of programs to organizations within education.

It would seem, however, that publishers have already decided that, as one spokesman said, "this is an area we can't afford to ignore".

Rulers for men who do not think

by Gorman Stafford

Fascism: Its Rise and Fall The Nazi rise to power in Germany, International fascism and the coming of World War II. The defeat of fascism. Life under Nazi rule. Four double frame filmstrips, four cassettes and teacher's handbook. £27.60. Visual Publications, The Green, Northleach, Cheltenham GL54 3EX.

"We peasants' muck out!" declares the Nazi election poster from Bavaria. The sturdy Aryan farmworker cleanses Germany by throwing out his shovel, both communist revolutionaries and the bourgeoisie. On the other side, the Hitler Youth Nazi road poster sets the barbaric evil of Nazism, seen in the form of a snail, against the background of a snail-drawn representing a new era in German history.

These are two of the frames in this outstanding new history of fascism. The ideology may have been negative and banal but the movements which embodied those ideas continue to demand our understanding and attention. "What luck for the rulers that men do not think" remains one of the more haunting of Hitler's observations.

There are four units. The first focuses on Germany and the rise to power of Hitler. The second deals with fascism as an international phenomenon, and with the diplomatic successes of fascist regimes during the 1930s. Mussolini, the decline of the League of Nations and the policy of appeasement are all emphasised,

The third unit covers World War II and the downfall of fascism, with the European war as the centrepiece. The final unit draws a picture of what life was like under Nazi rule both in Germany and in the occupied territories during the war.

Each unit follows the same structure. The opening sequence is concerned with the available evidence and the problems associated with its interpretation. Is the *Daily Mirror's* coverage of the invasion of the Rhineland (sub-headed "Hitler's Peace Plan should Succeed") simply reporting the news, or is it stating a point of view? What problems are posed for the historian by the overwhelming amount of material available as evidence?

The four hundred tonnes of documents seized from the German Foreign Office in 1945 is a good example. The principal sections of each unit, concerned with the description and analysis of the topic, are therefore alert to possible propaganda or bias. Equally important, students are invited to question the quality of the conclusions drawn from each piece of material. More able students will not fail to notice that in two of the units the description and the analysis are treated separately, while in the other two units description and analysis are interwoven.

A satisfactory treatment of the two world wars has been a continuing problem for teachers of courses in twentieth century Europe. It is often too much even for the most committed students. How often has the Schlieffen offensive been retrieved in the last stages by a timely and in-



novative burst of Blitzkrieg? Omission or partial neglect of at least one of the wars has often been the way out.

In this context, the unit on World War II is particularly successful, providing a comprehensive division of the war into four chronological phases. Fascist victories in Europe; the extension of the war to North Africa, Russia and South East Asia; with continuing fascist gains; the stemming of the fascist tide; at El Alamein, Stalingrad and Midway; the final defeat and destruction of the dictatorships. It will be equally effective as an initial stimulus or as a final summary.

The portrait of Hitler's Germany is a kaleidoscope of incidents and personalities. Familiar points are made with great impact. An Aryan descent, document illustrates the lengths to which the Nazis took their fear of Jews. A technician recording the sound of goose-stepping soldiers illustrates how propaganda was controlled. A woman, weeping amongst the ruins of the ancient city of Aachen needs no comment. There are, of course, some aspects of Hitler's Germany which will always be elusive. "Gleichschaltung" did not

breed tidiness in human terms. Firm profiles could usefully be drawn of Hitler's subordinates. The impression is nonetheless vivid and enduring.

The suggestions for classroom use are striking and original, since many of the familiar approaches to the study of this period appear in rejuvenated form. Why as a German would you not have voted for the Nazis in March 1933? List in descending order of importance the parts played by Britain, Canada, France, Russia and the USA in the defeat of fascism? What influence did ordinary people have on events in 1938 and 1939? What lessons can be drawn from the fact that in the first half of the twentieth century the Germans had achieved unusually high standards of popular education and general civilisation? There may be some depressing conclusions here.

The subject matter is the experience and the practice of fascism. How far teachers wish to take the theory and definition of fascism will be an individual matter. There are sufficient signposts to begin to put together such a picture, but these units will not do it for us. It is an incentive to exploratory, open-ended



teaching, however difficult that may be for those who feel that here at least, the primary issues are beyond dispute.

This is a formidable and important publication, an improvement on most of the existing material. A whole new range of visual resources is put at the disposal of teachers, and a genuine attempt is made to recreate events as they appeared to contemporaries. Few students will fail to appreciate the seriousness of these issues, arguably of sufficient import to the be an inevitable part of any curriculum for the 14-16 age range.

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resources

Image and function

Nick Totton on the Schools Photography Project

EXHIBITION
Schools Photography Project: Work in Progress 1978-81
ILEA Cockpit Arts Workshop, Princeton St, London WC1.

Since 1978, the Cockpit Arts Workshop of the ILEA has been running a photography project in London secondary schools. The recent exhibition of work in progress gave an opportunity to monitor this enterprise. It was impressive both as an exhibition in its own right - clearly not its main purpose - and as a taste of the ways in which photography can raise consciousness among pupils about image and its manipulation.

The responsible for the project are clearly politically committed, sharing a picture of how culture functions which is by John Berger out of Antonio Gramsci. To quote from the exhibition catalogue, "photography is a socially constructed means of representing a socially constructed reality": a definition which leads to a critique of the "obvious", the "natural", the "ordinary", in photography as elsewhere.

The objective of the Photography Project is: by various approaches to facilitate what one may call a *stepping back* from the dominant constructed reality, a stepping back which gives perspective and allows one to become aware of the choices and selections involved. (It may be added that this perspective is what all intellectuals, left right and centre, have in common.)

A number of approaches have been tried out over the three years the Project has been running. Perhaps most interesting, the "Style" Project focuses on youth culture, on the sharp and precise distinctions it makes between different modes of self-presentation. Can you tell a Soul Head from a Soul Smoothy? The kids can. Encouraging them to photograph the different ideal



images and to identify their own position helps to focus and develop consciousness of the culture in which they, and we, are embedded.

Explorations in this area are perhaps the most exciting so far. In particular, portrait photography of self and others has produced some tremendously acute and sensitive images. Other areas of work have included photo-illustrations for texts written in English classes; photo-stories with speech and thought bubbles; and the use of collage and montage techniques to demonstrate forcefully how "reality" can be constructed and de-constructed.

As the programme makes clear, the photographs produced are not the primary goal: this is not an "art" enterprise. It is what pupils learn along the way that really counts, their interaction with each other with the tutors, with the technical processes, and with the social world as they photograph it. This said, though, one should mention that there were a number of powerful and moving photographs on display: images of the fantastic strengths and breathtaking weaknesses of the teenage state.

The Schools Photography Project continues, with several new and exciting ideas for the future: a work-shop group for people invited in school and community photography; a travelling "Style" exhibition for schools and youth clubs; and another on the practical side of taking photos. The organisers encourage contact and requests for information from anyone interested. The exhibition catalogue is itself a valuable and thoughtful document.

Part of the exhibition is on show at Southampton University from July 15 to August 22.

Atchoum! Bof! Ouah!

by Philip Lewis

Dites Done
By Sue Cowling
Cassette with notes
Mary Glasgow Publications Limited, 140, Kensington Church St, London W8. £9 plus VAT.

This compilation of dialogues and exercises is printed with the utmost clarity in a large format which is a delight to handle. Comprehension is by far the most important criterion for testing at CSB/GCE O level, and this latest contribution devoted entirely to oral comprehension, will be helpful to both teachers and pupils.

The dialogues are aimed at 14-17 year olds and have been assembled by Sue Cowling. The cassette recordings of the dialogues, by native speakers, are of excellent quality with a diversity of voices and conducted at a pace that is both clear and natural, demonstrating an admirable dramatic quality within the limits of the dialogues. The dialogues are in all cases situational, but fulfil the requirements for circumstances of a "natural" nature. Each has a strong line in the dialogue, though occasionally rather contrived, will be a source of amusement to pupils.

No space is wasted by providing a vocabulary, so often a superfluous when the teacher is there to explain, and the level of conversation is exactly right, natural, idiomatic and lively. Apart from the more conven-

tional idioms beloved of examiners, others (e.g. *je suis complétement fuché*) are introduced which will intrigue young people using this book. These will also notice the considerable use of *et* and *et* will quote it with their own indications of hesitancy. *Hmm* is a variant, and the use of *boff*, *atchoum* and the canine *ouah!* will amuse and instruct.

Each dialogue is followed by two pages of exercises designed for photocopying. There is no need for a pupil's book since the dialogues will be explained by the teacher and the tape can be played repeatedly. On the first *feuille de travail* there are ten multiple choice questions, based directly on the dialogues and without any of the distracting witticisms which are often deemed necessary. The second sheet contains two exercises: extracts from the conversations based on the tape with blanks to be filled from a list (which can be concealed if necessary) and a conversational completion exercise, in a roughly similar situational context, which gives free rein to the pupil for answers.

There are comprehensive instructions to the teacher for the most profitable use of *Dites done*, though the exploitation will vary according to the ability of the class. Many oral comprehension books have now been made available to the teacher, but *Dites done* is in a class of its own and deserves the widest possible use.

media

Freetips for the hols

by Frances Farrer

CHILDREN'S TELEVISION
Get Set for Summer
BBC 1, Saturdays, 9.30 a.m.

Get Set for Summer is the BBC's new Saturday morning kidshow, a series of six programmes for teenagers that promise fun, laughs, music and entertainment. It's a curate's egg. The good parts contain people doing things such as orienteering or looking at farms, but these are very nearly smothered by the frolics considered necessary to attract kids to watch television.

In the first programme there were items on cycling, photography and basketball, all good and interesting and well photographed. But even here, one is conscious of a desperate eagerness to please, to avoid the earnest *Blue Peter* approach. "That's enough boring history", chummy Mike Harding kept saying on the bike ride.

The assumption that information is boring adversely affected the length of the item on taking pictures, which was well illustrated using the hand-held camera to demonstrate exterior stills. But they whistled through it almost too fast for clarity. Curiously the pace slackens some-

what for the sections in which the programme's hosts (mainly D J Peter Powell) and pop star guests, (last week, Kiki Dee) are themselves doing things. Peter was shown wind surfing with a lot of highly skilled kids, but we focussed exclusively on his drollest moments. Kiki Dee seemed to take forever to become airborne in a hot air balloon. "Ee, get you, Kiki", a bystander explained. "In a balloon!"

Get Set for Summer seems to be suffering from the Radio 1 problems of dated trendiness, breeziness, and the manic need of a certain kind of mediocrity to be lovable and impressive at the same time. "I talk to the kids when I'm out with the Radio 1 Roadshow", Peter Powell assured me, "and that's how I know what they're into."

Talks to them on the Roadshow maybe, but precious little talking to them gets done in this series. They're there for people to stand among and talk to camera, or as extras in the *Top of the Pops* - style disco bits. If only someone had the confidence really to talk to them, before, during, and after the show.

All the same, *Get Set for Summer* has enough good parts to compensate for its idiocies, and it offers plenty of ideas for things to do. These are expanded in the *Summer-pack* (£1), which has a good yellow pages section for activities: badminton, beachcombing, bowls, brass rubbing, caving... The articles are spattered with monstrous spellings such as *watersport*, *freetip*, and *nerve-wracking*. The best of them is by David Bellamy, one of the people who can prove that information isn't boring. They could take a few *freetips* from him.



Highland Games illustration from the pack and right, the Lincoln Imp



Contempt for democracy

by Anthony Gles

FILM
Intervarsity Film Consortium
Historical studies in Film no. 6.
Accompanying booklet by Antony Polonsky
For hire or sale from BUFC, Dean Street, London W1.

Blonde youths with heavy jaws look up towards the sky. A Nazi marching song. "Today Germany, tomorrow the world" pounds out in accompaniment. Mussolini, his chest bare, stands astride a farm lorry and helps with the harvest. New towns appear, new roads, new colonies, new ideas. And then the sinister side of Fascism: the terrorising, and extermination and, finally, the war which destroyed the map of Europe. It is a story which may be well-known, but it is one that needs repeated retelling.

Fascism goes a long way towards filling this bill and hopefully it will be very widely viewed if only to enable the ignorant followers of Fascism to understand the consequences of their actions. It has been made by a triumvirate of two eminent historians, James Joll and Antony Polonsky and one distinguished media man, Stuart Hood. Together they treat the phenomenon of Fascism in thematic terms of its ideology, its support, economic policy and so on. And the commentary and the visual images interact well.

All the film material was chosen for its scientific accuracy and this authentic quality adds greatly to its impact. In addition, it is a film made in chapters, in which each advances its suitability for blow-by-blow analysis. In the programme, Some of the evidence has never been

seen before, and is revealing: the hatred that Fascists felt for democratic ideas is well summed up by Mussolini's appearance at the ransacking of a major Socialist newspaper. Hitler's calm and reasonable side is seen during a low-key plea for cash from Rudolf Hess, a business magnate. A suggestion of the Vatican's support for Fascist policies is given in a sequence revealing how mothers with more than thirteen children were presented by the Duce himself, rather needlessly one suspects, with the Vatican's doctrine on birth control.

The film has flaws. As the narrator points out, much of the movie record of Fascism was made by Fascists themselves as propaganda, so some of the film's "reality" is actually fake. Fascist supporters were far fewer than the millions of decent Europeans who were trying to march in the opposite direction.

A deeper objection, perhaps, is that Fascism does not make its moral for today as explicit as it could afford to. Fascism did not end with the collapse of Salò and the Third Reich. Sadly, too, there is not a single shot of Mosley or British Blackshirts. A content of parliamentary democracy and a listing for racial hatred have survived to the present, particularly amongst those who have not been taught the full facts of Fascist life.

The film is a vital resource for A level work, and could also usefully be shown at a lower level too. This sort of visual material and the obvious reasonableness of the commentary might make a number of schoolkids think twice before falling for the perverted idealism of a ideology which ought to be discredited forever.

Briefings

Radio and tv

CE and general interest

Novels Up to Now (Saturday 21.8, Radio 4 VHF)

Amis, Durrell, Snow and Ondaatje are among the authors quoted in this analysis of some of the outstanding aspects of fiction since 1945. Strides a balance between humorists, ironists, romantics and parodists. *Inside Japan* (Sunday, 13.25 BBC 1)

Repeat of this fascinating series which digs around behind the clichéd hi-fi and cherry blossom. Shows how the outwardly ritualistic society has adapted to the demands of sophisticated industry. Japanese people tell their own stories to illustrate how change has affected their lives. *The Sexes* (Sunday 17.30, Radio 4 VHF)

A slightly predictable look at traditional sex roles. Poses a number of questions about subjects as varied as women in engineering, sex after Pill, and how far roles are taught in dolls and guns. *Euromagazine* (Tuesday 23.00, Friday 23.30, Radio 4 VHF)

Last of the series features half a dozen of opportunities for advanced listening comprehension as Italian engage in their favourite pastime, *chiacchiere*. *Alternative Medicine* (Friday 23.00, Radio 4 VHF)

Repeat of the series in which medical journalist Robert Eagle examines claims of therapies such as acupuncture, homeopathy and spiritual healing. The arguments for and against are presented, and listeners are invited to make up their own minds.

Open University

Land and Sea (Saturday 08.55, BBC 2)
Explores the links between the topography of mainland Greece and the conditions which gave rise to its politics. Returns to Athens, Sparta, Corinth of 600 B.C. for illustration. *The Group* (Sunday 08.55, BBC 2)

A careful study of technique in group therapy. Shows how those who have suffered from psychiatric problems find strength in sharing their anxieties and how this can lead to successful reintegration with Society. *"Art of 5 Kopecks" Socialist Realism* (Monday 07.30, BBC 2)

Examines the direction taken by the Soviet Union after 1917. Shows how the Socialist Realist style has its roots in folk art and icon painting. *Ways of Studying Children* (Tuesday 18.05, BBC 2)
Contrasts three research theories: the mother/child relationship as filmed in a laboratory, styles of tutoring for pre-school children, and babies' perception of containment (Pigeon).



Brass-rubbing is one of the activities suggested in the BBC's 'Summer-pack'. This accompanies 'Get Set for Summer' reviewed on this page.

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BARKING & DAGENHAM

LONDON BOROUGH OF

SAMUEL INFANTS SCHOOL

Langley Crescent, Dagenham, Essex

Required for September 1981. An

enthusiastic teacher with good general

infant school experience. Will be

especially interested in Music, Play-

able to provide a social

Schools Allowance. Scale 5 avail-

able for suitable candidate.

London Addition 2759 p.m. Reim-

bursement of removal expenses in

approved cases.

SCODING INFANTS' SCHOOL

Reverend Road, Dagenham, Essex.

Required for September 1981. An

enthusiastic teacher with good general

infant school experience. Will be

especially interested in Music, Play-

able to provide a social

Schools Allowance. Scale 5 avail-

able for suitable candidate.

London Addition 2759 p.m. Reim-

bursement of removal expenses in

approved cases.

ST CATHERINE'S RC (AIDED)

Primary School, Dagenham, Essex.

Required for September 1981. An

enthusiastic teacher with good general

infant school experience. Will be

especially interested in Music, Play-

able to provide a social

Schools Allowance. Scale 5 avail-

able for suitable candidate.

London Addition 2759 p.m. Reim-

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able to provide a social

Schools Allowance. Scale 5 avail-

able for suitable candidate.

London Addition 2759 p.m. Reim-

bursement of removal expenses in

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EDUCATION COMMITTEE
SELADURU COMPREHENSIVE
SCHOOL
Birds Bush Road, Seladuru,
Tamil Nadu.
Required for September, 1981 a
teacher to teach English, com-
prehensive school. A TEACHER of the
above school is a member of the
Education Committee. Excellent facilities
available.
Application forms obtainable
from and returnable to the Head-
teacher (R.E.S.) (08054) 055-81

iston District Education Office,
(a).
c. Comprehensive
Road, Morriston,
n roll)

Department. A suitably
teacher is required to teach and
Applicants should be practicing
(10.81).

Department is required to continue
established department (Scale 2)

required to teach across the age
range permanent post (Scale 1)

prehensive School,
hydycyrlw, Morriston,
on roll)

(probably a graduate) to teach

and/or Statistics would be an
(10.81).

Intments

South District Education Office,
ive School,
(1, 354 on roll)

S STUDIES required to teach
not including C.S.E. and G.C.E.
ment Religious would be an
(10.81).

W, Durr-Yellin Road,

NING AND INSTITUTIONAL
would be qualified to at least
terably be members of an
Relevant Institute. Experience
qualification would be an
cation will be required to teach
nt Operations to T.E.C. Cert.
ating, control, accounts etc.).
Road/Boat Service would
ref/15.10.81.

are of these above points can be obtained
from the Applicants are requested to
tions, signing the appropriate part
of completed application forms in

John Bwala,
Director of Education.

 **SURREY**
COUNTY COUNCIL

- * Fringe Area London Allowance £213 p.a. throughout the County.
- * Generous relocation expenses in approved cases.
- * Assistance with Temporary Housing may be available.
- * Complete 'Surrey Vacancy List' available on request (S.A.E. please).

 **HEADSHIPS**

PARK MEAD COUNTY MIDDLE
Cranleigh

HEAD TEACHER required January 1982 for this Group 1 Middle School for pupils aged 8 - 12 years. Estimated N.O.R. (January 1982) 494. Salary, scale £11,703 - £12,810 p.a.

Application form and further details available (s.e.e. please) from County Education Officer (TP/FEB), County Hall, Kingston-upon-Thames, Surrey.

Completed applications should be returned not later than 31 July 1981

**LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE**

**PERMANENT UNATTACHED
TEACHERS**

(Scale 1 or 2 depending on experience)

Required from September: to provide Supply cover in Primary and Secondary Schools. Candidates must have completed their probationary period and experience in multi-cultural schools will be a recommendation. Appointment will be permanent but the Council does not discourage early applications for posts with-in the Borough on school establishments. Application forms and details (via) from Director of Education, PO Box 1 Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable within 10 days.

London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

This is a Social Priority School.
Qualified teacher for the SPECIAL EDUCATION department to teach basic subjects to slow learners and pupils requiring remedial education (Scale 1) (Post ref. 4.10.81).

**GORSEINON DISTRICT
APPOINTMENTS**

(District Education Officer, Gorseinon District Education Office, Ty Elyon, Princess Street, Gorseinon).

**Gowerton Comprehensive School, Cæcil Road,
Gowerton, Swansea. (Mixed)**
(Age range 11-18 years) (1,818 on roll).

(1) Qualified teacher of ENGLISH to teach to all ability levels throughout the school including some Sixth Form work (Scale 1) (Post ref. 5.10.81).

(2) Graduate in FRENCH required to teach throughout the school to 'O' Level and to all ability ranges (Scale 1) (Post ref. 8.10.81).

**Blishopston Comprehensive School, The Globe,
Blishopston, Swansea. (Mixed) (912 on roll)**
(Age range 11-16 years).

Qualified teacher, graduate or three-year trained in HOME ECONOMICS, to teach Home Economics and Needlecraft throughout the Junior school and Home Economics to external examination level in years 4 and 5 (Scale 1) (Post ref. 7.10.81).

**Mynyddbach Comprehensive School,
Heol Ddu, Treboeth, Swansea. (Girls)**
(1,230 on roll). (Age range 11-18 years).

Head of FRENCH required to organize and teach the subject to 12's. It is essential that candidates are

Neath District Appointments
(District Education Officer, Neath District Education Office,
Cadoxton Road, Neath).

Llangatwg Comprehensive School,
Cadoxton, Neath. (Mixed) (1,354 on roll)
(Age range 11-16 years).

Graduate teacher in RELIGIOUS STUDIES required to teach
the subject throughout the school including C.S.E. and G.C.E.
O' Level. Knowledge of World Religions would be an
advantage (Scale 1) (Post ref. 14.10.81).

Neath Technical College, Dwr-y-Felin Road,
Neath.

**Lecturer 1 in HOTEL CATERING AND INSTITUTIONAL
OPERATIONS.** Candidates should be qualified to at least
H.N.D. level and should preferably be members of an
appropriate professional body. Relevant industrial experience
is expected, and a teaching qualification would be an
advantage. The successful applicant will be required to teach
Hotel and Catering Management Operations to T.E.C. Cert.
and Dip. level (purchasing, costing, control, accounts etc.).
Knowledge and experience of Food/Beverage Service would
be an added qualification. (Post ref. 15.10. 81).

Application forms and further particulars of the above posts can be obtained
from the appropriate offices shown. Applicants are requested to
forward a stamped addressed envelope, holding the appropriate post
reference number.

The closing date for the receipt of completed application forms is
THURSDAY, 30th JULY, 1982.

**John Busle,
Director of Education.**

SECONDARY MUSIC

continued

Scale 1 Posts

HARINGEY

SCHOOL OF ST. DAVID & ST. KATHARINE
London N16 1JL. For one term, to suitably qualified Teacher required in September 1981 for one term, to teach MUSIC throughout the school.
For further details see under 'Scale 1' posts, p. 35.

WILTSHIRE

PERAPATHE INSTRUMENTAL MUSIC TEACHER

Instrumental Music teacher scale 1 for one term, to be appointed in September 1981 for one term, to teach MUSIC throughout the school.
For further details see under 'Scale 1' posts, p. 35.

Pastoral

EAST SUSSEX

COUNTY COUNCIL

EDUCATION DEPARTMENT

RESIDENT ASSISTANT

Required for September 1981, to cover the duties of a Resident Assistant in a residential school for boys.
For further details see under 'Scale 1' posts, p. 35.

CORNWALL

EDUCATION COMMITTEE

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SECONDARY SCHOOLS

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